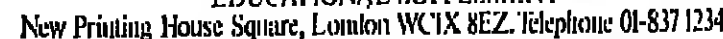


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Docked 6p for Londoners' rise

by Stephen Cohen

Rises in the allowances paid to London teachers will cost the rest of the country £3.4m by the end of the year.

Mrs Shirley Williams, the Education Secretary, has told the Education Committee which negotiates teachers' pay that next year's rises should be cut by £3 to take account of the London increases.

Mrs Williams has stuck to a rigid interpretation of the Government's 10 per cent pay guidelines by pointing out to the committee that the London rise breaks the guidelines by 0.075 per cent.

Independent arbitrators awarded London teachers £4.6m last month. They topped the local authorities' 10 per cent offer of £3.4m by an extra £1.19m because, they said, last April's overall pay rise was worth only 9.93 per cent. Taking up the

full 10 per cent permitted within the guidelines could mean a little extra for London allowances.

But Mrs Williams has decided that the arbitrators were wrong, even though they used figures provided by the Department of Education's salaries unit at Darlington.

She says that this whole 10 per cent has been used. An upward "drift" or "creep" in the total salary bill, caused by regular annual incremental rises each October, has taken care of any spare cash in the kitty.

And Mrs Williams has written to the chairman of the Barnham Committee saying she would expect the committee to "take account of the over-spend on London weighting in arriving at the main pay settle-

ments within the current pay round".

London teachers will get their rises of £72 a year for inner London, £30 for outer and £9 for the fringe areas, backdated to April 1. The allowances will now be worth £474 for inner London, £327 for outer and £159 in the fringe. The teachers wanted them raised to £501, £339 and £162 respectively.

Mr Bernard Wakefield, deputy general secretary of the National Association of Schoolmasters-Union of Women Teachers, said Mrs Williams' action was an "absolute absurdity".

Although she had not tried to overturn the arbitrators' verdict, she would have needed the support of both Houses of Parliament—she was "looking for a way of causing trouble", Mr Wakefield said.

Training college to ask for three A levels from next year's students

by Bert Lodge

Two A levels will not be enough to admit students to teacher training in at least one college next year.

Charlotte Mason, a mixed college for 300 students at Ambleside in the Lake District, has announced that from 1979 it will require three A levels—or two at least at grade C—from candidates for the 70 first-year places.

Up to next year it is still possible officially to be admitted to the three-year Certificate of Education course with five O levels, though, in practice, the number admitted with minimum qualifications has been dropping rapidly since the Government announced plans to make teaching an all-graduate profession.

Last year only 4.4 per cent of the 11,000 students admitted to three or four year teacher training courses had no more than five O levels.

The decision by Charlotte Mason college to insist on university calibre entrants from next year is consistent with the policy the college has followed since the drastic reorganisation of teacher training two years ago. This has led to the closure or merger of 82 out of 162 teacher training colleges and a planned reduction in the number of student teachers from 114,000 in 1971 to about 44,000 in 1981.

While many colleges of education are merging with other colleges of further or technical education, or are being absorbed into polytechnics, Charlotte Mason each averaged A levels and 42 per cent had three or more A levels. Mr Percival said the college was following the policy of the Central Register and Training House, which processes applications for teacher training colleges other than in polytechnics, and that applications were already being called for places at Charlotte Mason college for next autumn.

This year about 65 per cent of all entrants to three and four year teacher training courses had two or more A levels, he said.

Charlotte Mason is one of the 13 colleges being allowed to remain mono-technical.

Mr William Percival, the college principal, said this week: "We decided at the start that there was a need in the system for some colleges which would enter for the student who knows at 18 that all he or she wants to be is a teacher and who wants to progress for it in a fairly small institution specialising exclusively in teacher training."

"In accordance with this, we have decided that from 1979 we will only accept students who have achieved the four-year BEB degree course in applied education validated by Lancaster University. This, of course, is why we must insist on a university level entrance."

Mr Percival said the number of applicants they turned away this year—when the total recruitment to teacher training had dropped by about 16 per cent—justified the policy the college was following. But he conceded that the loss of the college in the Lake District added to its attraction.

This year's intake of students at Charlotte Mason each averaged A levels and 42 per cent had three or more A levels. Mr Percival said the college was following the policy of the Central Register and Training House, which processes applications for teacher training colleges other than in polytechnics, and that applications were already being called for places at Charlotte Mason college for next autumn.

This year about 65 per cent of all entrants to three and four year teacher training courses had two or more A levels, he said.

Booming C and G courses alarm the exam boards

City and Guilds foundation courses are taking over some of the work of the CSE boards, according to delegates to the annual conference of the regional exam boards in Buxton, Derbyshire, on the weekend.

Entries for the courses, which rose from just over 500 two years ago to nearly 3,000 this year, were seen not only as a threat to the still unofficial one-year sixth-form CSE, but to some CSE exams as well. Next year the entries are expected to top 6,000.

Delays in the official recognition for the CEE, it was said—including the tardiness in setting up of a Government inquiry into it—have heightened the prospects of the new exam and given an advantage to the City and Guilds foundation courses.

Some delegates even maintained that the delay was deliberate and that the inquiry, under Professor Kevin Keohane, had been set up to "bury" the CEE.

Most of the growth in the popularity of the foundation courses has been in schools, a large part of it in fourth and fifth years rather than in the new sixth forms.

The representatives of the CSE boards, who championed the more academic, single subject CEE, resented this growth as symptomatic of a loss of "confidence" by schools in the CEE created by official uncertainty and delay. They also saw it as evidence of opportunism by the City and Guilds Institute which had lost some of its traditional business to the Technician Education Council.

"We've had our clothes stolen" said Dr A. P. Andrews, chairman of the Standing Conference of Regional Exam Boards. Much of the opposition in the CEE "appears to be a sorry mixture of vested interest and ignorance of the real need in some of our sixth forms".

Mr O. Spenser, West Yorkshire and Lindsey Board, was not against allowing students to make vocational choices. But he wanted the CEE, the same opportunity for a general academic education as was given to the more able.

The double standards which the boards were trying to remove from the 16-plus exam system could, he said, be recreated at 17-plus.

Mr Guy Mounford, head of the general education department at the City and Guilds, said this week that the foundation courses were flourishing because they put relevance and motivation into school work. They had not set out to capture the CSE market. The entrance demands from schools and colleges for more vocational work.

Nor were they necessarily alternatives to CSE or CEE. Many schools were entering students for both foundation courses and CSE and CEE, and the results were enhanced because of it. "It helps to get across to children why they are being asked to learn English and maths."

Mr Max Morris, chairman of the Middlesex CSE board, said new records had been set in "surfing" by procrastination at the hands of the DES. Mrs Shirley Williams was "entirely negative" towards the CEE, and the Keohane Committee had been set up to produce a similarly negative result.

This was denied by Mr F. J. Asherford, a member of that committee and head of Adwick School, Doncaster. The committee had not been set up to hurry the CEE, he said. It had yet to discuss whether there should or should not be a CEE.

Up to now it had been merely looking at the "jungle" of exams at this level in an effort to establish whether some standardization or monitoring of standards was necessary.

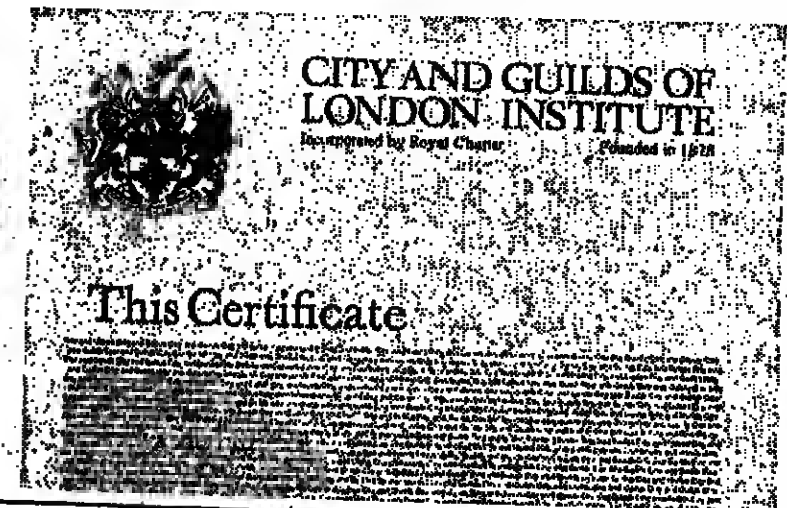
"No longer can we plough our own academic furrow," he said. "We have to justify what we are doing."

The numbers taking the CEE were still insignificant compared with those taking further education exams. He questioned whether it was economic to have so many different agencies operating. He queried, too, whether the Examinations Board needed by industry were being provided by the CEE.

Professor Kevin Keohane, chairman of the committee, and rector of the Southampton Institute in London, said this week that there was no truth in the suggestion that the committee was set up to "bury" the CEE. They were investigating it with open minds.



The certificate (right) that is causing concern. Above: the C and G coat of arms.



This Certificate

Harder for blacks to get jobs

by Caroline Haydon

Black school leavers are three times more likely to be unemployed than their white contemporaries, says a Commission for Racial Equality report published this week.

The report details the findings of a survey of black and white school leavers in the London Borough of Lewisham, carried out by the Open Research Centre, a research commission in conjunction with the borough council and Lewisham Council for Community Relations.

It covers all the young blacks and a sample of the whites who left school in 1977 and began the search for work. More than 500 young people were interviewed.

Black school leavers were markedly less successful in their search for jobs, says the report. Not only were blacks three times as likely to be unemployed at the time they were interviewed, but young black people who had found jobs had more difficulty.

They had taken longer, had made

more applications and been to more interviews than the whites, although they had looked for work as diligently and through as many channels.

Although the educational achievement of the black leavers was on average lower than that of the whites, this was "not a crucial factor in explaining the differing success rates in finding jobs."

"It is difficult," says the report, "to escape the conclusion that discrimination—intentional or unintentional—was an important factor in accounting for the difficulties faced by the black sample."

The report recommends that employers monitor the ethnic composition of their work forces and of applicants for jobs on a regular basis as part of a formal equal opportunity policy.

It also warns that the Manpower Services Commission should expect to provide for a high proportion of black school leavers on its projects.

DES 'not serious' about students

Efforts to encourage black students to take up teacher training do not go far enough, according to Mr Mick Farley, assistant secretary for equality and diversity at the National Association of Teachers in Further and Higher Education.

The Department of Education and Science, he said this week, has only asked seven local authorities to set up pilot preparatory courses for them.

This could not be regarded as a serious contribution to the problem, he told a Birmingham teacher conference.

Full-time job

The National Association for Multiracial Education, the national pressure group for ethnic minority groups in schools, has appointed its first full-time general secretary—she is Madeline Blokley, who took up her post in September.

PERSONAL COLUMN

John Rae

Time to aid the party

The number of children may not be large but the principle of giving financial assistance to facilitate their education should be established. The scheme will also benefit the children of the independent schools. In the process a desirable link will be forged between the maintained and independent sectors.

I do not believe that any of these arguments is dishonest or that the advantages of the scheme are anything other than sincere in putting them forward. Nor do I object in principle to the expenditure of public money on the maintenance of independent schools being made available to children in the maintained sector; on the contrary I would welcome that.

Indeed, the burden of my argument against the scheme is that it is an increasing cooperation by the two sectors. It will make a valuable contribution to the maintenance of the independent sector.

I believe I am right in saying that at no stage when the scheme was first devised and discussed did the Conservative Party think it worth while to talk with representatives of maintained schools. If that is true it remains a surprising lack of good sense and political good sense.

This scheme is not about the maintenance of the independent sector. It is about the maintenance of the school system as a whole. It is about the maintenance of the school system as a whole. It is about the maintenance of the school system as a whole.

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least to express a view. It is a surprising, therefore, that maintained schools are hostile to the scheme, although their hostility is much deeper than that of the independent schools. It is not being consulted.

The maintained schools have been subject to any prearranged of the children in independent schools. The name of parental choice is used to persuade the children to accept the scheme. It is not a question of numbers. It is a question of principle. It is a question of principle.

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Big Brother casts shadow over merger

The CSE boards are worried about the degree of central exam control which is expected to come with the merger of CSE and O levels. They want control to be left with teachers, though the Buxton conference confirmed their support for the proposals of the Waddell report on a common 16-plus exam.

The Waddell Committee envisaged the Schools Council playing a central coordinating role. In the new scheme, but was not specific about the degree to which the council should be involved in the control of content and standards. The Government's view on this, and the rest of the Waddell merger proposals, is expected to be published in a White Paper in the next week or so.

The CSE boards accept that some coordination is necessary to secure confidence in the new exam. CSE examiners also accept the need to lighten up some Mode 3 procedures, even to the extent of allowing that all such courses should have some element of external assessment.

It is also wide concern that the new scheme should be an accurate reflection of course contents. Mr J. A. Barnes, chairman of the Associated Lancashire Schools Examining Board and chief education officer for Salford, said the 16-plus was principally a school leaving exam and not a university entrance qualification. Examining boards, he said, should be left to those dealing with schools and not to universities.

It was vital now to have a date set for the implementation of the Waddell proposals to concentrate minds. "There were some, however, who wanted to go back to the date beyond the 1985 date suggested by the committee."

Besides giving the Government's views on these issues the White Paper is expected to start formal discussions on how the four English territorial groups of boards should be set up to administer the new exam.

The five northern CSE boards, the Manchester based Joint Matriculation CSE Board, reached agreement last week on a series of preliminary discussions, to start formal negotiations to set up such a group.

The East and West Midlands CSE boards have just published their case for a Midlands territory, taking in the now federated Oxfordshire CSE boards.

The Middlesex and Metropolitan CSE boards are expected to merge and form a group with the London CSE board which would like this territory to include the South East CSE Board.

This would leave the Associated Examiners' Board with the South, South West and, possibly the South East CSE Boards as well as the South East CSE Board.

It is likely that the existing CSE boards might be split up between territories. Essex, for instance, might more sensibly be allied to London than East Anglia and the Southern Board could lose Oxfordshire and Buckinghamshire to the Midlands group.

Mr Walter Roy, chairman of the East Anglian CSE Board, was worried about political or industrial bias creeping in through central control. He warned of the "intrusion of party political motives into value judgments in the curriculum" and said education should be for more than the world of work.

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NEW BOOKS

Children's Acquisition of Mathematics

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Michael Bascay

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Hilary Prosser

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Sex equality in schools, made national news last week when the Press took up the case of Terry and his real name, the Devon boy who had to do needlework and cookery "because of the Sex Discrimination Act".

The Press had a field day. "Carry on cooking", cheered one headline, while in Devon itself, the argument about sex stereotyping in schools raged on in the columns of the local papers.

On one side was the education committee headed by Mr Ted Pinner, which only that week rejected a draft council report on sex stereotyping in primary schools, on the other, the working party which wrote the report. This was headed by Mr Joslyn Owen, the county's chief education officer.

If boys are to be turned into fairies and girls into butch young maids, it should be for parents to decide and not the education authority or schools. Mr Pinner told reporters.

If parents wish to bring up boys as boys and girls as girls, this would seem to be highly desirable and fundamental to family life.

Girls should have equal opportunities, both in school and in their careers, but nothing could alter the difference between the sexes. "They are equal, but different."

But at Terry's school—the 800-pupil King's Grammar School, Ottery St Mary—is that all children should gain experience of cookery, needlework, metalwork and woodwork in the first two years.

In the third year, when craft has to be squeezed into two lessons a week instead of four, pupils can choose one. "Light", traditionally female subject—needlework or cookery—and one "heavy", traditionally male, subject—metalwork or woodwork.

Each subject is then taught for half a year. Terry was, therefore, being asked to attend two lessons a week in either cookery or needlework for half a year. His mother objected. She argued that her son would rather do English.

She has now accepted that English is locked away in another part of the curriculum and that her son should take up his second craft choice—needlework.

But both Terry's case and the rejection of the working party, one of the first reports on such a subject drafted by an authority working party—caused such a

A school recipe to 'turn the boys into pansies'

Beginning of 1984?

PARENTS DON'T WANT SONS TO BE FAIRIES

ONE COOK TOO MANY BUT BOY'S LESSONS GO ON



Joslyn Owen with some of last week's press comment.

Caroline Haydon reports on the Devon sex equality row which hit the headlines in such a big way

What Terry did

For as to raise questions beyond the Devon boundary.

Do we have the equality of opportunity generally agreed on all not, does it not, how far should a head go to ensure it is reached?

Devon teachers, advisers and specialists who penned the draft primary report say it is all too easy to assume more equality than actually exists. They suggest, for instance, that it is not a woodwork bench, it is probably because they have not been taught how to handle one or two elementary tools either at home or at school.

Compensatory experience may need to be provided to prevent girls from becoming less interested and confident in woodwork, science or maths.

Mr John Dalton, working party member and head of Hornton county primary school, says teachers have to make "a conscious effort" to redress the balance.

"Some of our attitudes, whether we like it or not, understand it or not, are often based on a bias, although on the surface there is equality of opportunity in schools. It is just not true that we are trying to feminise boys or masculinise girls. We are just trying to give them a new insight into life."

How far a head might wish to go in introducing a curriculum to provide that insight is obviously a controversial matter.

Terry's head, Dr Michael Denning, is happy to admit that he chooses to go further than some to comply with the spirit of the Sex Discrimination Act and because he believes the facilities to do so.

Since the passing of that Act, which makes it unlawful for schools to refuse boys or girls access to subjects, although it does not make any subject compulsory, schools have introduced first and second

year "foundation" courses allowing both sexes a try at all craft subjects.

Dr Denning extends this to the third year. His only advice pupils to take one craft O level, he says. He wants them to keep up a second option to broaden their experience.

If children are given no instruction in a subject traditionally "not theirs" they will shun it given the choice. "I believe children should enter life from a platform of instruction rather than prejudice. I offer children all four crafts in their first two years. To fully comply with the spirit of the Act I should continue to do that in the third year."

"But since there is no the time I offer a compromise—two subjects. I think we are moving into an era when the difference in men's and women's jobs will be less marked than it is now. I also see a growing number of one-parent families. Who knows how many of the boys will, at some stage in their lives, have to cook or look after children?"

And if a boy thinks he shouldn't do needlework because it is "clay"? Dr Denning, whose own rugby-playing son proudly produced a competently sewn jacket while at the school, is adamant.

"I have a responsibility to give children at my school an all-round education and it will have certain ingredients which will be unacceptable to certain children. That does not determine the validity of their inclusion in the curriculum. Many children are poor at languages. That doesn't mean they shouldn't try them."

Dr Denning is certain that there is not equality of opportunity in mixed sex schools where in the sixth-form boys still tend towards science, and girls towards arts subjects. His concern is shared by the Local Opportunities Commission, which still gets complaints from girls who say they cannot do woodwork or metalwork, although no test case has yet come to court.

And at one Devon school visited this week although girls could technically opt for a design course based on analytical problem solving work, they were "not encouraged to do so because of time-consuming difficulties. It was clear there was still a residual notion that it was not relevant to a girl's future career for her to pursue boys' crafts, or vice versa."

Members of the working party denied that they were interfering with a sphere more properly that of the parents. "There are spheres where schools are often diametrically opposed to what is going on in the home, but we cannot in all cases agree areas with a parent's view on a particular point," said Mr Dalton.

Another primary school head, Mrs Corinna Galluski, said teachers must be willing to justify to parents arguments about sex stereotyping.

It seems, however, that there may soon be more international discussion about sex stereotyping. This week Guido Bruner, REC Education Commissioner, said he wanted governments of the Nine to review education at secondary level, where reports show girls are underachieving partly because of the stereotyped sex roles for which they are prepared.

"Schools must offer an education needed by each individual child and not education based on pre-conceived notions about sex or origin," he said. Will British schools take up the debate?

Heads' vote to preserve the A level dismissed as 'filibuster'

By Bert Lodge

Rejection by the Headmasters' Conference of proposals to replace A levels by a larger number of N (normal) and F (further) courses was described as "filibustering" this week by a former pioneer of the movement to broaden sixth form education.

At their annual meeting the HMC, whose 215 independent schools produce 27 per cent of A level successes in the country, members voted unanimously to keep A levels but to introduce N level courses each worth half an A level.

Dr Eric Briault, former education officer of the Inner London Education Authority who chaired a Schools Council committee on courses for the non-academic sixth former in the late 1960s, said he was disappointed that the HMC had not agreed to go ahead with the N and F proposals.

"Any alternative proposals are used by the opponents of change for having another round of working parties that last another three or four years. I have experienced it before. It is just another filibuster."

The idea of N levels as equal to half A levels was worthy of consideration, said Dr Briault, who is now visiting professor at Sussex University. But he dismissed as "a bit of nonsense" the idea that A levels would be retained or universities would not insist on a four year course. Because of the many of A level syllabuses in sixth form the first year in university was already largely used by some departments for going over sixth form studies.

Dr Clifford Butler, vice-chancellor of Loughborough University of

Technology and chairman of the Joint Schools Council and universities committee which five years ago put forward alternative proposals for sixth-form curricular, said he was aware of considerable sympathy for the HMC proposals in both A levels and N levels along with the value of half an A level.

"I think the arts faculties are quite favourable though probably not the sciences. I must admit I have changed my own mind from the original idea of two subjects at F level and three at N. I would give it a little more flexibility now. I think for instance that four F levels should be possible."

Dr Butler was sceptical of the apparent enthusiasm of the Headmasters' Conference for the half A level component. "They know that their pupils will go on getting D and four A levels. The N level will only be significant in the comprehensive schools."

Mr Arnold Jennings, head of the 2,000-pupil Ecclesfield Comprehensive School, Sheffield, and a member of Dr Butler's committee, remarked that the reaction of HMC amounted to a recognition of the fundamental problem that sixth-form curricula were too narrow.

On the HMC suggestion that university departments should be allowed to specify only two A-level subjects for applicants, Mr Jennings pointed out that the science faculties, like schools, were feeding into another system in which they had to conform. If the professional institutes said they could not admit anyone knowing less than was currently demanded there was little the universities could do.

Union seeks 25 limit on primary class size

By Stephen Cohen

Classes of no more than 25 children in primary schools were demanded last week by the National Association of Schoolmasters-Union of Teachers. The union's executive has approved a four-point plan for action in the light of the HMI report on primary education. This seeks to:

- 1. Lower the size of classes to a maximum of 25 for children up to the age of eight.
- 2. Provide more specialist teachers.
- 3. Give primary teachers at least half a day free of lessons.
- 4. Increase the provision of in-service training.

Mr Terry Cussey, general secretary, said he had many primary classes had 35 or more children. "Two many teachers spend the whole day

without time to think, doing playground duty, meals duty and couch supervision."

Smaller classes would ensure that younger children received a thorough grounding in the basic skills. Specialist teachers could enjoy with maths, science and the wider humanities. Free time would allow staff to prepare and improve the quality of their lessons.

The plan is to be put to the Council of the Education Authorities and Mr Shirley Williams, the Education Secretary, as the union's response to the inspectors' report which emphasised that bright children were not being stretched sufficiently and that standards in some specialist subjects left much to be desired.

History O level by post

An O level correspondence course in modern history to the present day is now available through the National Extension College and a number of local colleges of further education.

The syllabus, covered by the textbook "Word powers in the English language", covers the history of the great powers—the United States, Soviet Russia and China—from the First World War to the present day.

The course is accompanied by a series of video programmes to be watched throughout the year.

Catering students get job aid

A catering college students' union has been lent £1,000 interest free to help fund part-time jobs for its members.

Birmingham Education Authority has given the loan for three years to the city's College of Food and Domestic Arts to set up an employment agency. With more opportunities for casual work in catering than in most trades, the union is hoping to make the agency self-financing by charging employers a fee.

Most of the college's 1,000 students are on small discretionary grants or none at all.

Students complain on 'stand-by' grants

Local education authorities do not make enough use of their power to give provisional payments to students whose grants are delayed, says the National Union of Students.

A letter to chief education officers, Mr Trevor Phillips, the union's president, says that if a student's grant does not arrive at the end of term the Department of Education and Social Security has a duty to help, even if the student has dependants.

"In view of the possibly serious consequences of delay, it is surprising that more authorities do not make use of their powers under Regulation 25 of the Local Education Authorities Awards Regulations, 1978."

Mr Phillips says that last year a student in the Birmingham area successfully appealed to the ombudsman when her grant cheque was twice delayed. The local education authority was found guilty of maladministration.

The games children play



Above: This is a scene from Apaches.

Below: This is a scene from Building Sites Bite.



can kill them

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Above are scenes from two free films made for young audiences, warning them of the dangers awaiting them in farmyards and building sites. They were made because last year more than 40 children died on these popular but lethal 'playgrounds'. They are not horror films—but they make their points dramatically. Apaches is a 27-minute film designed to show 5-to-15 year olds just what can happen in even the most peaceful farmyard.

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Make sure your children learn that playing on farms or building and demolition sites can be playing with death.

It will cost you nothing to borrow these films made specially for the Health and Safety Executive. And you could be saving a child's life.

Post the coupon for your free films today. (Can be borrowed separately.) A discussion booklet comes free with each film.

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Yes, I want to help prevent unnecessary deaths. Please send me Apaches for screening on _____ (date). Building Sites Bite for screening on _____ (date).

16mm ☐ Philips VCR Cassette ☐ Sony U-Matic (Apaches only) ☐

Name Mr/Ms/Miss _____

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Comprehensives plan for Colchester turned down

Mrs Shirley Williams, the Education Secretary, has rejected Essex County Council's plan for comprehensive reorganisation in Colchester. She has suggested a sixth-form college for the town instead of the consortia of six towns proposed by the council. But her main attack on the proposals is reserved for those dealing with the future of Colchester's two selective schools—the Royal Grammar School for Boys and the County High School for Girls.

She condemns as a "disguised form of selectivity" the proposal that they should continue as single sex comprehensive schools. The wide catchment area they would cover and the high regard awarded to them locally, she says, could well result in their admitting a more than average number of well motivated pupils of high academic level. This would compromise the comprehensive character of the other schools by creating off these more academic pupils.

Mrs Williams' suggestion on sixth-form colleges is likely to produce the greatest agitation among the town's schools, particularly those with sixth forms. Mr Kenneth Chomicki, head of St Charles Lucas School, the largest comprehensive, said the heads of all Colchester schools had been united

in opposition to the idea for some time.

A county council spokesman said this week that it could not fulfil Mrs Williams' deadline for a reply soon after October 24. Any reply would probably be discussed by the education committee in January and go on to the full council for approval in February.

● Lancaster Royal Grammar School, a voluntary school of 800 boys, will go independent if its application to the local authority is granted.

Mr Anthony Joyce, the head, said the decision had been made because the school could not accept a proposal by Mrs Williams that it should become a sixth form college.

The Education Secretary had asked the governors to submit proposals for the reorganisation of the school after their meeting last week. After a meeting they issued a statement saying: "The governors are disappointed at the conditions which the Secretary of State seeks to impose. They remain of the opinion that these are educationally unsound and totally unacceptable."

Mr Joyce said: "As far as the academic side of the school is concerned we would hope there would be very little change. We will do as much as we can in the way of assisted places under a scholarship scheme."

Economics teachers in demand

A buoyant market for economics teachers is revealed in a survey by the Economics Association and the National Association of Teachers in Secondary and Higher Education.

The demand for economics teachers continued to rise last year in spite of spending cuts, and was more or less matched by supply, according to the researchers. Mr Brian Robinson, of Worcester College, and

Mr Simon Smith, from Brunel, they warn against cutting back on the numbers trained for economics teaching.

"We would be unwise," they say, "to ignore the likelihood that the increase in public expenditure on higher education in 1978-80 will lead to an expansion of the demand for economics. In the 50 per cent of state secondary schools in which it is not at present taught."

Child-care gap affects 40% of mothers

An enormous gap in child-care provision meant that thousands of women who wanted to work could not do so, the Local Opportunities Commission said this week.

In a policy paper on child care the commission said the complete inadequacy of current provision was one of the most important factors restricting women's opportunities.

Nearly 40 per cent of mothers with dependent children had their job chances restricted because there was no one to look after the children. Two thirds of mothers with under-fives wanted some form of day care, but less than a third of children under three benefited from any sort of care.

All-day care necessary for working parents was only provided by local authority nurseries (for 6 per cent of under-fives), by private nurseries (for 0.8 per cent) and by childminders (2 per cent).

Playgroups provided the most widespread care for 18 per cent of under-fives, but they were primarily for three to five-year olds and involved parents in running groups, which meant they were not free for full-time work. Ten per cent of the children were in nursery schools and classes in primary schools.

On childminding, a form of child care which caused most disagreement in commission circles, the drafting stage, the document is unfinished.

"It says the standards of care currently provided by childminders are 'serious causes for concern' and the pay and working conditions of the childminders are at present 'unsatisfactory'."

It also says that the standards of care currently provided by childminders are 'serious causes for concern' and the pay and working conditions of the childminders are at present 'unsatisfactory'."



As unions launch YOP campaign...

Shop stewards wary of work experience schemes, survey finds

by Mark Jackson

Nearly 100,000 copies of a leaflet urging trade unionists to support the Youth Opportunities Programme for school leavers are being sent by the TUC to unions and trade councils throughout the country. It calls on them to take an active part in setting up and running work experience schemes.

The publication of the TUC appeal coincides with the report of a trade union research group that a high proportion of shop stewards in some of the major industrial areas are either hostile or unenthusiastic towards the scheme.

In a foreword to the 16-page TUC leaflet, *A Chance Would Be A Fine Thing*, Mr Len Murray, the general secretary, says that he hopes every unionist who gets the chance to help will do so eagerly. Although the Youth Opportunities Programme is not a substitute for jobs "it can do a great deal of good".

Pointing out that the Manpower Services Commission has agreed that work experience schemes must have the agreement of the appropriate trade unions, the leaflet says this can ensure that sponsors do not abuse the provision of labour by young people, and that the scheme does not endanger other jobs or training.

Union representatives, says the TUC, should be involved from the start in any scheme at their place of work.

Pointing out that the Manpower Services Commission cannot itself mount work experience schemes, but depends on sponsors coming forward with proposals, it suggests that trade unionists themselves can start the ball rolling with their employers or with local organizations.

The survey which disclosed widespread negative feelings towards the Youth Opportunities Programme is part of a study undertaken jointly by the Trade Union Research Unit of Essex and the William Temple Foundation, and is partly funded by the BEC. It is being carried out with the cooperation of the Wales TUC and the North Western TUC regional councils.

Questions put to delegates to the annual conference of the two

bodies showed that two-thirds felt school leavers should be given the highest priority in measures to relieve unemployment. But less than a quarter thought that work experience or short courses were very important as a means of doing so. Four out of five of the delegates attached great weight to raising the general level of activity, and most of those also thought that increasing the intake of apprentices, providing more training, and reducing the basic working week would be effective. Fewer than a quarter of the delegates, however, strongly favoured subsidies to induce firms to take on more young people, and only a handful thought that it would help to raise the school-leaving age.

There were some marked differences in regional attitudes, twice as many of the north-west delegates dismissed both work experience and temporary youth employment subsidies as of little help.

Nearly a quarter of the delegates said that young men should have priority for help over young women; virtually all of the others were in favour of equal treatment, with only one delegate, in the whole sample, a woman, wanting priority for girls.

Although the delegates, many of whom were full-time officials, were questioned in April, when the Youth Opportunities Programme was just being launched and publicity was at its height, nearly two-thirds said they had little or no knowledge of what it involved.

They reported that, among the shop stewards they knew, less than half fully supported the earlier temporary schemes on which it was based—the job creation programme and the work experience programme—and a quarter were either suspicious or openly hostile towards them.

Nearly half the delegates thought that union officials and ordinary workers had not been given enough time to consider and make suggestions about schemes being introduced in their firms; of the schemes they knew, most delegates said they were very or fairly successful. The factors which most saw as essential to success were

School to work



From the leaflet

trade union involvement in the design and running of schemes, and early consultation. They rated the cooperation of ordinary workers and shop stewards as a good deal more important than the views of full-time officials.

In spite of the results of the survey, it would seem that the attitude of the officials is turning out to be of crucial importance in one industry. Regional officials of the building industry union, UCATT, have ruled that nobody over 17 should be allowed to take part in work experience on building sites.

They argue that while the £19.50 a week flat-rate allowance is not enough to the union rate for 16-year-olds, those above this age are being exploited as cheap labour. The officials concerned say that they are not against government temporary work schemes as such, if like the former job creation programme, and the current special temporary employment programme, they offer the same rate for the job.

UCATT's headquarters say that there is no national ban on the over-16s by the union, but that its regional secretaries have a great deal of autonomy, and, if they think fit, can refuse to give the consent to work experience schemes.

The Youth Opportunities Programme's north-western board, whose part-time chairman is Mr Colin Barnett, regional secretary of the National Union of Public Employees, this week decided to carry out a random check of the work experience schemes in its area for any evidence that youngsters were being used as cheap labour.

Job prospects brighter for new graduates

Graduate are likely to find it easier to get jobs next year. Total recruitment by employers is expected to be about 10 per cent more than this year.

This estimate is based on forecasts of vacancies provided by employers for the 1979 edition of the *Directory of Opportunities for Graduates*, published this week. A third of the 540 employers in the directory give no indication of the numbers they want, but between them the rest are looking for about 20,000 people.

Small firms as well as big are in the market. Although 80 of the companies listed will aim to take on 50 or more graduates each, nearly 200 others have vacancies for 15 or fewer. Starting pay is likely to be between £3,500 and £4,000 a year in most companies, according to personnel chiefs at a conference in London on Friday. Firms said that they were stepping up graduate recruitment from 170 to 200, and a representative of GEC, the electrical and heavy engineering firm, announced that they would be seeking 1,500, an increase of 200 over this year.

Some of the engineering companies said they feared they would not be able to get as many technically trained recruits as they wanted, but most of them indicated that they would also be taking on more people for training and personnel jobs, computer training or management schemes.

The National Westminster Bank said they were looking for more

graduates because they were no longer able to get enough suitable A-level recruits.

Highest starting pay next year, it seems, will be offered by the Metropolitan Police, who are prepared to consider graduates on the same basis as other applicants for the beat. Acceptance after the age of 22 means more than £5,000 a year plus a rent allowance for the married of up to £1,177.

In the provinces pay is a good deal lower, but rent allowances or free housing bring the basic pay of £3,750 up to a good deal more than the newly graduated are likely to find in most other jobs. There is also overtime.

Although the police have a special graduate entry scheme, it is restricted in numbers and most of those now joining with degrees go in as ordinary constables. Other things being equal, their academic qualifications are likely to help them to get promotion.

But Sergeant Nigel Hill, representing the Metropolitan Police at the conference, thought it unlikely that market forces would produce an all-graduate police force. "There are aspects of police service, such as the hours, which will row the boat from which we can recruit."

Pay can rise fairly rapidly for a figure on promotion. Mr Hill already earns more than £3,000 a year—and some young officers have recently been turning down university posts offered them at the end of degree courses.

Unilever offers £500 prize

A first prize of £500 awaits the Merseyside school with the right ideas about local industry. Unilever, the big industrial firm, is offering the money in a competition for secondary schools.

The schools are invited to submit projects—scientific, sociological, or artistic, in written or illustrated form—to explain "How industry contributes to society in Wirral". Since Unilever is the area's biggest employer, most of the entries are likely to deal with its activities.

One of its 11 local companies has been there since the 1850s. Entries are to be judged by the firm and the education authority, together with a local further education college.

In addition to second and third prizes totalling another £500, Unilever is offering the schools £20 each to provide on word to an individual pupil for excellence in whatever field they choose. So far, only about a third of the eligible schools have taken up the offer.

Education for the Inner City

Conference sponsored by IBM United Kingdom Limited, 2-8 January 1979 Churchill College, Cambridge.

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SPEAKERS:

TESSA BLACKSTONE

Professor of Educational Administration, University of London Institute of Education

NICHOLAS DEAKIN

Assistant Head—GLC Policy Studies and Intelligence Branch

PROFESSOR MAURICE KOGAN

Professor of Government and Social Administration, Brunel University

DAVID QUINTON

Department of Child and Adolescent Psychiatry, University of London Institute of Psychiatry

PROFESSOR MICHAEL RUTTER

Department of Child and Adolescent Psychiatry, University of London Institute of Psychiatry

PAT WHITE

Principal Career Officer, ILFA

PAUL WIDLAKE

Head of Centre for Studies in Educational Needs, Manchester Polytechnic

PROFESSOR URIE BRONFENBRENNER

Department of Human Development and Family Studies, Cornell University USA

PROFESSOR MARTIN SHIPMAN

Professor of Education, University of Warwick

MICHAEL MARLAND

Headmaster, Westbury Boys School, Weymouth (Conference Organizer)

The conference will be of interest to teachers, headteachers, advisers, college of education lecturers and administrators who are directly involved in inner-city education. The charge for board and college accommodation for the four days will be £87. For further details and application form write to: Education for the Inner City, Conference Office, 22 Compulsory Terrace, London N1.

Closing date for applications: 15 October 1978.

The proceedings will be published by Heinemann Educational Books.

High Court hangs fire in round one of comprehensive battle

Ripon offers first test of Mrs. Williams's powers under 1976 Education Act

High Court Judge last week handed judgment in the dispute between North Yorkshire County Council and the Education Secretary, Mrs Shirley Williams, over plans for comprehensive education in Ripon.

After hearing complex legal arguments, Mr Justice Browne-Wilkinson said he would need time to consider his decision in the case, which was brought by the council to test Mrs Williams's powers under the 1976 Education Act.

Last year Mrs Williams asked the council to submit proposals for a large slough school, comprehensive reorganization in Ripon and to produce a scheme which provided for the retention of two separate schools—Ripon Junior Grammar and Ripon County Secondary—as 11-16 age group comprehensives with a joint sixth form college.

Mrs Williams found the council's proposals "unsatisfactory" and has asked it to submit a revised proposal for a large slough school based on the two existing schools.

The council has challenged her right to demand fresh proposals and is seeking a declaration that the Education Act and her order are unlawful. It is submitting on behalf of Mrs Williams her counsel, Mr Douglas, comprehensive with a joint sixth form college.

Mrs Williams said the council's proposals were "unsatisfactory" and has asked it to submit a revised proposal for a large slough school based on the two existing schools.

She said she had the right to exercise judgment as to whether or not the proposals originally submitted by the council were satisfactory. "If she decides they are unsatisfactory, she can ask for new proposals, but she has to accompany the request with a statement as to why the previous proposals were unsatisfactory," he said.

Mr Justice said the merits of the council's proposals were not in issue as the court was concerned with the question for the court was whether Mrs Williams's powers were within the law.

Mr John Williams, QC, for the council, said the 1974 Education Act gave the responsibility for the running of local education authorities to the Education Secretary and local authorities "in particular".

But the actual provision of education services was exclusively for the local authority which had a broad discretion as to what was best for its area.

It was a question, he said, of the county council using delay tactics. It wanted to go ahead with its plans for introducing comprehensive education in Ripon. Mrs Williams had gone comprehensive before the 1976 Act came into force.

Mrs Williams said that, if Parliament had really intended that the Education Secretary should be empowered to specify the methods to be followed by a local authority in providing comprehensive education, it would have been simple to make it absolutely clear in the 1976 Education Act.

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wrong was irrelevant, said Mr Williams.

The council had complied with its obligations under the Education Act to put forward proposals which gave effect to the comprehensive principle.

Mrs Williams could accept them or reject them—in which case things would go on as before—but she could not demand further proposals.

"Originally, the council itself put forward a one-school plan which Mrs Williams now wants," Mr Williams said. "Three public meetings were held and it was absolutely clear that our consumers—the electorate—wanted two schools and, being a democratically elected body, the council thought it right that it should consult parents."

Mr Williams suggested that the council had rejected the idea of a super-sized comprehensive school after the principle "the bigger the better" gave way to "small is beautiful".

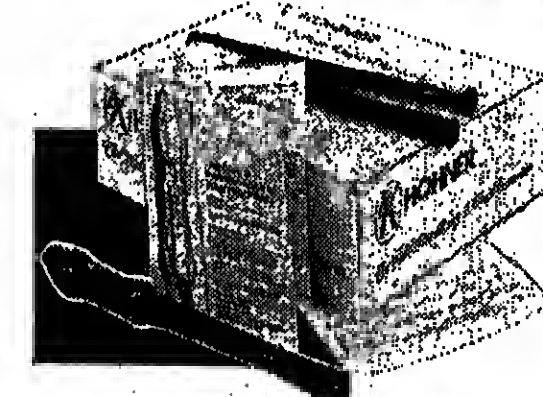
He contended that the 1976 Act was solely concerned with the Education Act which made the council, not the Minister, responsible for providing secondary education.

The judge said he would give judgment as soon as possible.



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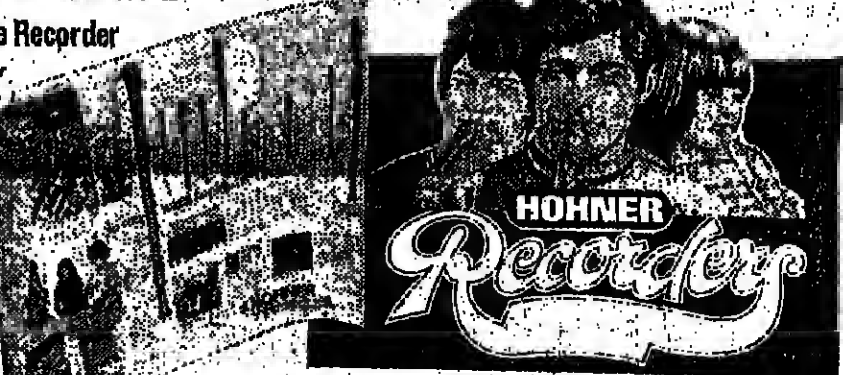
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Mr Vince Hemmings in front of Abbey High School.

Ring road threatens school

by Diane Spencer

Abbey High School, in Redditch, Hereford and Worcester, built in 1932 as a grammar school and now a comprehensive with 1,000 pupils, is likely to be demolished to make way for the final link in the town's ring road.

Redditch Development Corporation decided on this last week after months of debate during which 13 other schemes were considered and scrapped. At one point the Redditch District Council wrote to the Department of the Environment deploring the mobility of the corporation to decide on the route for the final mile of the road. The scheme has yet to be approved by the department and there is likely to be a public inquiry.

The plan to demolish the school caused such an outcry when it was announced in July that it was tentatively dropped; but an alternative scheme was even less acceptable. This would have brought the new road even closer to the school and would have swallowed most of its playing fields.

If the plan to demolish the school is approved, only a few houses will have to be knocked down. No commercial interests will be affected. It is, however, the most expensive plan. It will cost £2m to build a new school at Church Hill, a mile away, by 1981. But the corporation expect to recoup some of this by selling off what is left of the school's land when the road is completed.

Teachers at Abbey High are pre-

paring for a long fight against the scheme which will, they say, be yet another upheaval in their pupils' lives on top of the change from grammar to comprehensive.

Mr Vince Hemmings, chairman of the staffroom committee, thinks that the present plan is marginally better than the one to build the road through the playing fields, but it is only the lesser of two evils. ● Beverly Bridgehouse Junior School in Pateley Bridge, Yorkshire—an accident blackspot—is to close because local councillors think a child is killed by a runaway lorry or coach. There have been several fatal accidents in the past two years on the hill outside the school. The council has resolved to expand the town's secondary school to house the juniors.

Lone misery of young mentally handicapped

by Caroline Haydon

Many of the 5,000 mentally handicapped children in long-stay hospitals are left alone for up to six hours a day, except when they need to be fed, washed or changed, according to Exodus, the campaign to bring the children out of hospital.

They can be emotionally injured because they are not helped, it says. Hospital is likely to increase rather than help their handicap. Exodus criticizes a Department of Health and Social Security circular which asks local authorities to help prevent the handicapped being wrongly admitted.

By concentrating on future admissions, it says, the circular ignores thousands of children already made miserable by an onerous stay in hospital. The circular is also criticized by the Parents with Handicapped Children of the Personal Social Services Council, the independent body set up to advise ministers on social services policy.

Ending of inappropriate hospital admissions should not be left to local decision, it says. A national

target data should be set. The Department should consider the plight of all handicapped children, including those whose handicap is physical. Family support services must be increased if parents are not to face an intolerable burden when hospital admission is cut.

Concern about handicapped children in hospitals increased recently after the publication of work by London University researcher Miss Maureen Lewis.

This revealed that children often suffer permanent physical or emotional damage in hospital. Staff shortages and lack of training meant that children fully aware of their surroundings became needlessly distressed because they were neglected and left lying in one position. Blind children were put in front of the television for three hours a day, and children were completely deprived of normal childhood experiences.

In her most recent book, *Noles in the Welfare Net*, she criticizes doctors, nurses, and social workers for their lack of sensitivity and understanding in dealing with the parents of handicapped children.

Police form truancy patrols

Spot checks on truants are being carried out by police and education department staff in Hastings. Truancy patrol stop and question young people who would normally be expected to be in school.

If they have no valid reason for being absent, they are sent home or back to school. The truancy drive is part of an attempt to

reduce juvenile crime which, police say, is connected with absenteeism.

Inspector Max Judge, community relations officer for Sussex Police, said last week: "There is a definite link between persistent truancy and petty crime and we intend to do all we can to remove young people from an at-risk situation."

Exam code

A code of practice on the publication of exam results is being discussed by the schools sub-committee in Essex Councils, who will be writing to local heads, asking that exam results should be available to governors and interested parents. They do not, however, want them to develop into league tables.

Teletext trial

A three-month experiment begins to week to discover how the BBC's Ceefax and the IBA's Oracle services might best be used in education. Most schools and colleges have been given decoder units which will enable them to receive teletext information. The trial will assess the potential usefulness of "pages" of both special educational and of general information.

Hot on the trail of the 3Rs

Journalists were scouring the High Streets of London boroughs last week to discover the state of the capital's primary education. The London Evening News has instructed 30 of its correspondents to put six questions to as many children aged over 10 as they can find. It wants to publish a major series of articles on educational standards.

Children will be asked to multiply 9 by 7, subtract 19 from 57, spell school and thought, say what the capital of the United States is, tell who won the battle of Waterloo. The journalists have also been asked to dig out the latest Ofsted level results from as many comprehensive and independent schools as possible.

The Inner London Education Authority criticized the survey as "ridiculous, amateurish exercise". A spokesman said it looked like a question had been cobbled up in a pub over 10 minutes at lunchtime. "Our advice to heads is not to cooperate. We have our own research and statistics department staffed by professional people who constantly monitor standards under controlled conditions."

Mr David Marshall, Evening News deputy editor, said the idea of the state of primary education in a big way. "But we must not let the survey become a game."

Stephen Cohen

Big Nine get party blessing for return of powers

The Government now has the full backing of the Labour Party in a policy which would allow nine big city authorities to retrieve responsibility for education lost during the last round of local government reorganization.

The Labour Party Conference in Blackpool last week overwhelmingly voted in favour of a statement from the party's National Executive Committee which proposed immediate implementation of limited local government reforms as a step towards more radical reforms.

These immediate changes would include consideration of the return of education powers to also urban authorities with populations of more than 200,000, which lost education to the counties in 1974.

This would depend on whether the local authorities wanted education back. At least one, Southampton, has said it does not. But the rest of the Big Nine—Bristol, Hull, Lancaster, Nottingham, Derby, Stoke, Portsmouth and Plymouth, want it as well as other personal services and have already made a direct approach to Mr Peter Shore, the Environment Secretary, for its return.

But it was clear from the con-



Peter Shore: present divisions "absolutely absurd"

ference debate that if the Government gave back powers to the Big Nine many smaller authorities, with populations less than 200,000, would demand the same treatment.

Mr David Harrison, a councillor and member of Basildon Constituency Labour Party, spoke for many when he complained that his local council was still suffering because of its inaccess under the last reorganization.

Basildon, with a population of between 100,000 and 200,000, would qualify for only a limited return of powers, he said.

"We don't agree in Basildon that

county and district level was "absolutely absurd", he said.

Great cities of this country with proud and fine traditions of services to their people were reduced at a stroke virtually into housing authorities. "It is not good enough and we have got to change it and change it at the earliest possible moment", he said.

These limited changes are seen by the Labour Party's NEC as the first step towards radical reform of local government which would dissolve the county councils and establish elected regional authorities responsible for such things as economic planning, water, sewerage, some strategic technical services and some of the responsibilities of civil servants in local offices of central government.

Below the regional level would be the district councils responsible for personal and community services. No timetable for these radical changes has been laid out in the NEC statement, partly because it is felt that there is little sympathy or even understanding of what is proposed, partly because the regions seem artificial and unreal in the eyes of many.

The statement says that personal and community services such as social services, highways, some planning, highways, libraries and consumer protection could be transferred immediately to the large,

essentially urban, non-metropolitan authorities with populations of more than 100,000. This would again depend upon whether the authorities wanted them.

But it is more cautious about education where there is less consensus of opinion about the return of powers. The statement makes it clear that the proposals are flexible and says that the changes must be considered in the light of the effect on the education service both in the cities and of the counties of which they are at present a part.

Educating officers in the county councils, which would be affected by the transfer of education powers back to the Big Nine, are the idea of yet another round of reorganization after concentrated efforts by them to absorb the city education services into a unified whole during a time of economic stress. They say it is far too early to judge whether the 1974 changes are working.

Mr Shore made it clear to the conference that he was having to be more selective about education where there was a stronger argument for larger organizations. "There we are prepared to look at the case put forward by the Big Nine," he said.

Wendy Berliner

In brief

Parents march to combat closure

With banners flying, 300 adults and children marched to the centre of Cambridge at the weekend in an effort to save yet another school threatened with closure. Once in the centre they acted out their protest in drama and song. The subject of their affection was Park Street Church of England Primary School in the city centre which throws 100 children from the neighbourhood.

A spokesman for Cambridgeshire Education Committee said this week: "The working group which is looking into falling rolls in the city has decided that the school, which is on a site near Department of Education and Science standards, has no play area and should be closed. It has also decided against keeping open Brunswick Primary, also in the city centre but which has been no protest about this."

Adventure scheme

The Methodist Church and the National Association of Youth Clubs have launched a challenge scheme for seven to 13-year-olds as a contribution to the 1979 International Year of the Child. Based on the acronym AIM, standing for Adventure, Interest and Mission, it is designed to encourage group discovery and service. The multiple-choice programme can be tailored to the needs of differing groups, and includes components from map reading to planning a concert. AIM Challenge Scheme, Methodist Church Division of Education and Youth, 2, Chester House, Pages Lane, Murrell Hill, London N10 1PE.

Literacy charted

A chart highlighting progress in adult literacy in England and Wales over the past five years has been produced by the Adult Literacy Unit. The chart, which measures the increase in students, is designed to provide both information and publicity. Details can be obtained from the Adult Literacy Unit, Fifth Floor, 52-54, Abchurch Lane, London EC4N 3DL.

Economics prizes

What can Britain learn from other countries about tackling the unemployment problem? This is the subject of the year's Heinemann Economics Prize, run by Heinemann Educational Books in association with The Economics Association. First prize is £25, second prize £10 and third prize £5. Entries must not exceed 3,000 words and must be received by February 5, 1979. No more than three entries will be accepted from any one school or college. Entries to: The Economics Association, The Economics Prize, Surrey S22 5DF.

Are they too young to be told the facts of community life?

The "You and Your Community" kit, an educational subsidised price, consists of four audio-visual films, each approximately 15 minutes in length. The films are: 1. The Community: A Study in the City. 2. The Community: A Study in the Country. 3. The Community: A Study in the Town. 4. The Community: A Study in the Village. The kit is available in a half-price of full-price for mounting as slides) has a CD cassette with commentary and audio-cueing.

Full teaching notes, together with the commentary texts, are included in the Teacher's Handbook. The complete kit is supplied in a hard-binding storage case. "You and Your Community" is an educational kit for schools. It is a new introduction to the study of the environment, a unique study kit produced by The Coca-Cola Export Corporation and in use at nearly 8,000 schools. "Man in his Environment" is designed to help young people some basic ecological principles, assessing the impact of environmental "recreation" and improvements.



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You and Your Community

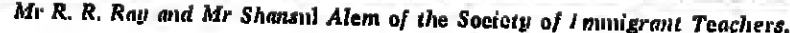
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You and Your Community

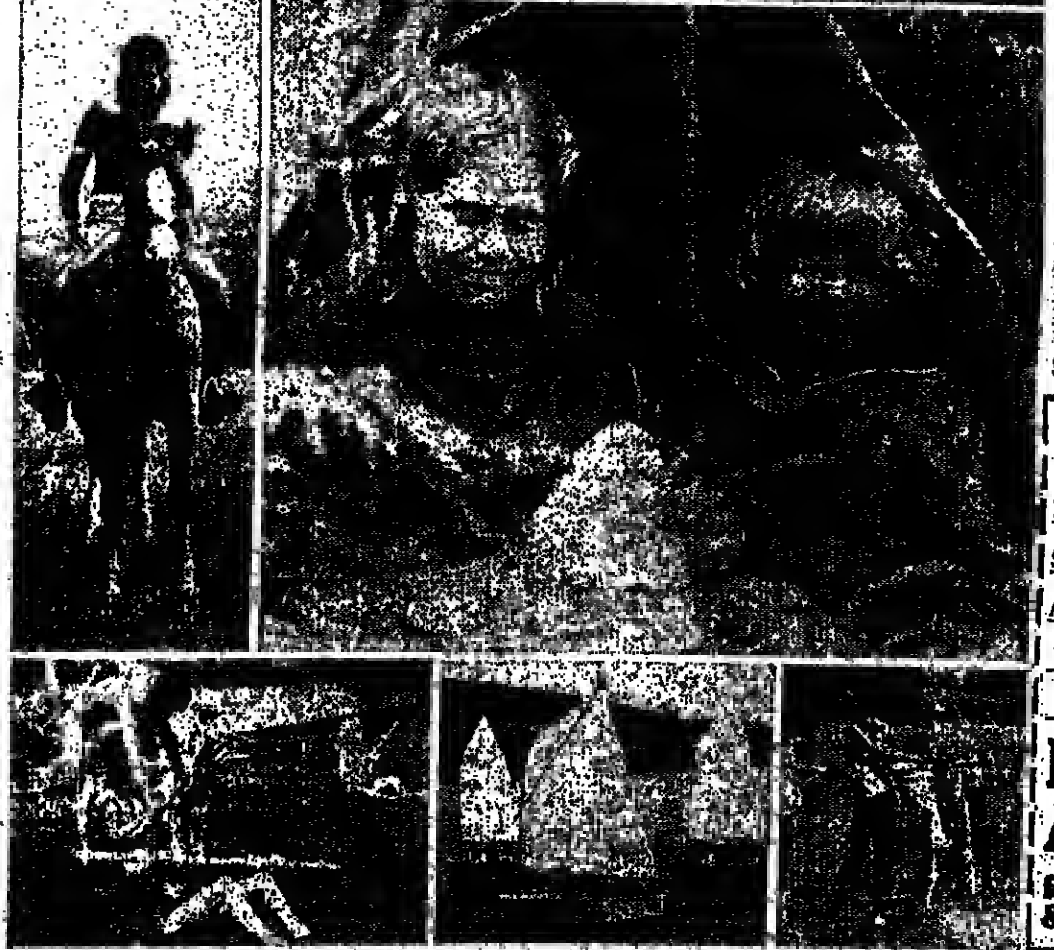
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Circuit training for the computer generation

By Arthur Gorman

The education system should strain every sinew to provide extra courses to train people for this age of micro-electronics, said Mr Gordon Oakes, the Minister for charge of higher education, last week.

Opening a new computer service at Huddersfield Polytechnic, he said the country was entering an age when silicon chips — microcircuitry — would transform the world of work.

"Even the most future could see changes in the pattern, nature and purpose of employment and the full use of leisure time. Together with others, it will be for the education service as a whole to look at how we can equip the world of work for the microelectronic revolution to the fullest advantage of us all."

There was a consensus that the greatest constraint on the spread of the new technology was the shortage of skilled people. This called for a greatly expanded programme of training and retraining.

"As I first met managers hedged with the awareness of the potential of the chip, we estimated that 50,000 managers would need courses of from one to three days over the next three years."

"At a more specialized level, designers, draughtsmen, production engineers, programme writers and systems analysts will need training to equip them with the specialized knowledge to make good use of microelectronic technology."

The education service would be providing the bulk of these courses, but there were implications for schools as well. People would need to be able to read and numerate. Vocational and technical education

at a premium.

● Devon Education Committee looking into the possibility of establishing a national centre for electronics education, based at Plymouth Polytechnic and Plymouth College of Further Education, a report the Civil Education Office.

Mr Joslyn Owen, said that American experience showed that it was not a matter of people being tempted to move to areas where there were a large number of people skilled in microelectronics. The cost of the centre might be £250,000 over three to five years.

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But STOPP says that the introduction of alternative methods of punishment would mean a change of attitude on the part of teachers.



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The research also revealed dissatisfaction with the transmission of Irish through the education system.

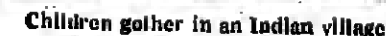


How then is the government to achieve its aim? The notion that Irish would be the only language of the people is gone out with the Celtic Twilight and the Sinn Féin ideal of an entirely Gaelic culture.

The provincial member of the executive council for education, Mr. D. S. Van Der Merwe Brink, intends to consider the idea, which received strong backing from Johannesburg city councillors and social workers. Specialized subjects would hence

Its specific purpose is to encourage the preservation and extension of Irish as a vernacular language in the Gaeltacht through the economic development of these areas and the provision of employ-

The Indians who did not manage to escape to the safe isolation of the mountains in the north, or the jungles or deserts in the south, became virtual slaves of the colonizers. They were soon victim-



After 1970, under President Luis Echeverría Alvarez, Indian problems were eased. INI, which had been given a great deal of money, became a powerful agency. INI had 12 regional coordination centres, and the end of Echeverría's term in 1976, 59 new centres were created. We were the first to see this. "We try to do what we see possible to

Dr. Ståvonhagen is the director of the recently created Instituto de Cultura Popular, in charge of helping the Indians revive their ethnic culture—crafts, theatre, literature, poetry, and whatever else can stimulate their creativity and can be worked on in an Indian community. In Dr. Ståvonhagen's opinion, the Mexican Indians' reviving ethnic awareness in no way interferes with their national

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TES13/10

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LETTERS

Selective constraint

Sir, - Boyson made it a week for out-rageous statements: I intend to take a leaf out of his book. There is every possibility that the continued existence of a selective system in areas where high socio-economic groups predominate serves only to limit the A level achievements of students resident there. The statistics outlined below (which are more legitimate than Dr Boyson's) illustrate that in a favourable area under a reorganized system standards are not only maintained for former selective students but extended for the benefit of so called "11+ failures". (NB The line "No. of candidates" is not relevant.)

Incidentally, the percentage of pupils obtaining four GCE or equivalent passes at 16-plus has risen from 32.9 in the final selective year to 46.8 in 1977 and 40.8 in 1978.

JOHN L. CUTHBERT,
Deputy Head,
The King Edward VI School,
Morpeth,
Northumberland.

Year	Entries	Pass	Fail	% Pass	No. of candidates	% A	% A*	% A**	% A***	% A****	% A*****
1978	285	210	75	73.7	199	44	27	23	18	1.3	0.5
1977	271	194	77	71.6	190	42	25	22	17	1.3	0.5
1976	250	172	78	68.8	170	40	24	21	16	1.3	0.5
1975	230	150	80	65.2	150	38	23	20	15	1.3	0.5
1974	210	130	80	61.9	130	35	22	19	14	1.3	0.5

1978-3 figures include results for King Edward VI Grammar School for Boys and Morpeth School. * 1978-3 figures for King Edward VI School, Morpeth.

Environment: ask for details

Sir, - With reference to "Caution over environment science study" (September 15).

It is a great pity that these generalizations have been made because clearly each environmental science course is different and each should be judged on its own merits.

Some environmental science courses can, where appropriate, produce graduates with a broad introduction to the relevant science subjects but also with a highly specialized training in one particular field. For example, the specialist field could be "Water in the environment" producing a specialist hydrologist.

Our suggestion to sixth formers and careers advisers is simple: obtain more detailed information about the course and you may be pleasantly surprised at the amount of refinement and extent of co-ordination between subjects.

DR R. J. SMALL (Chairman), DR B. P. BIRCH, DR M. J. CLARK, DR P. J. EDWARDS, DR R. J. PUTMAN, DR I. SPELLBERG, Board of Studies in Environmental Science, Southampton University.

Whose safety?

Sir, - Recent directives for the election of safety representatives in schools under the Health and Safety at Work Act 1974 would appear to embody anomalies which could set unwelcome precedents if they remain unchallenged and untested.

Recognized union membership has been made the qualification for participating in the election thus imposing a ban on teachers outside this category.

It is possible that departments which have great potential for accidents may be represented by colleagues who have concern but neither qualification nor experience to adequately represent their problems.

Since when has our profession been a "closed shop" exercising discrimination against "unrecognized" union members and non-union members? When has any Government been given the mandate to legislate in this curricular manner?

Certainly it is convenient to negotiate with recognized unions, but recognized union members would never claim monopoly of concern or liability under the Act. Health and safety at work is the last thing the responsibility of every human being in our schools. All professional teachers should be eligible to participate fully in the election process, just as they will in the enactment of the legislation.

M. LEAR,
Head of Technical Studies,
The Colina High School,
Brightlingsea.

What the EOC really saw

Sir, - We would like to reply to the comments (Aristides, September 22), regarding our special Back To School issue of Spire Rib, and the poster which the Equal Opportunities Commission funded.

It was suggested that the EOC took no part in the development of the design of the poster. This assumption is completely incorrect. It was in correspondence with us about its design and design stage, and members visited the magazine's offices to see it and discuss it in full.

It might also be important to point out that teachers from different types of schools and colleges were fully involved in its design and its various stages discussed with their pupils and students. The EOC were fully aware of this process.

In view of these factors, it is difficult to understand why your article takes such a negative view of the EOC's practice. Perhaps it might have been better if your author had just said he found the poster a bit too committed for his own comfort.

SUSAN HEMMINGS for the SUSAN Rib Collective, 22 Clerkenwell Close, London EC1.

It was the EOC who told the TES that they had not seen the poster and would not in any case expect to see it. The poster was sent to them by the author and was given to them by the author. It was the EOC who told the TES that they had not seen the poster and would not in any case expect to see it. The poster was sent to them by the author and was given to them by the author.

Closer still

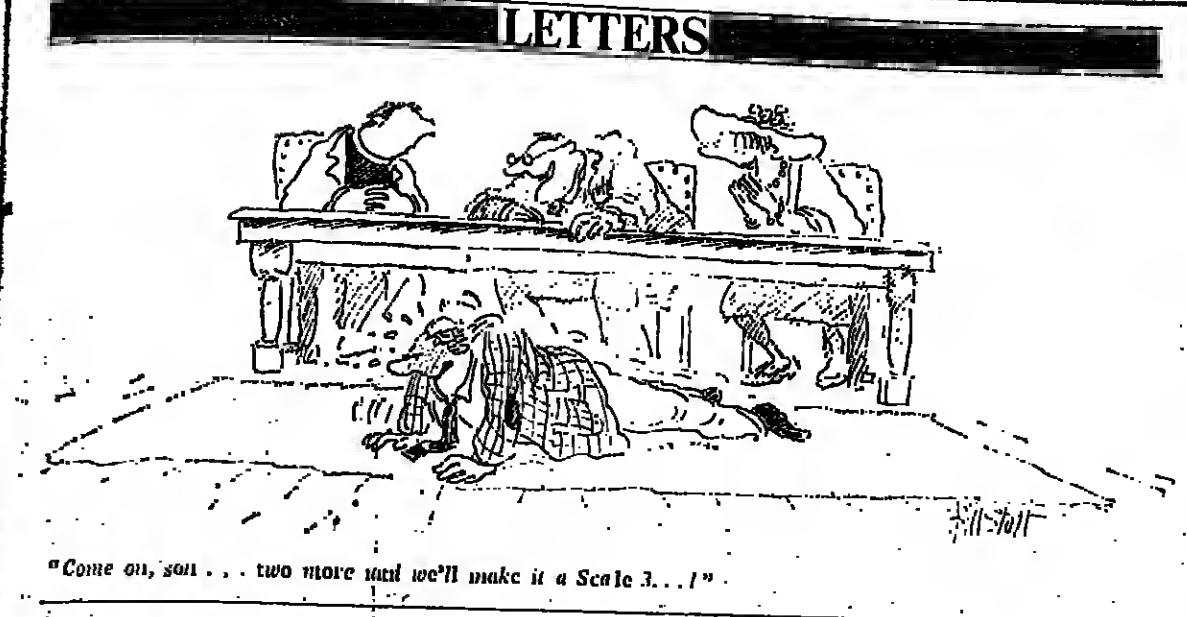
Sir, - I am grateful to the TES for the article (September 22) on the subject of the "Closer Up" and "Working In" series. I would like, however, to correct two statements. It is now clear that not all the "Closer Up" series will be available by the end of 1978, and, more importantly, inquiries to C.O.S. should not be addressed to 168 High Holborn but should be sent to 3 St Andrews Place, Regent's Park, London, NW1 4LS.

ALAN S. WATTS,
Editor,
Careers and Occupational Information Centre,
3 St Andrews Place,
London, NW1.

Half a textbook better than...

Sir, - Your account (September 22) of the "Half a Textbook" project is a very good one. It is a pity that it is not more widely known. The project is a very good one. It is a pity that it is not more widely known. The project is a very good one. It is a pity that it is not more widely known.

LETTERS



"Come on, son... two more and we'll make it a Scale 3...!"

Science teaching

The merits of traditional methods

Sir, - J. C. Drewe, in his article (September 29), is answered (September 29), raised an important point when he implied that it may be a mistake to try and impose scientific method, rather than authoritative state principles and teach experimental technique. Physics, unlike chemistry and biology, involves interpreting a large range of phenomena by a few fundamental principles, formulated mathematically. Even at an elementary level the methods of working are different: physics puts less emphasis on uninterpreted data and concentrates on interpretation and prediction.

A crucial statement in Dr Drewe's article was that there is always a logical step in how principles emerge from a collection of data, and that all "discovery" schemes are limited by this requirement.

Much of school science now encourages the appropriate investigation, which is deliberately left open ended in that no attempt is made to formally relate it to existing theory. One result is that students are often confused because they fail to appreciate any underlying principle and are worried about having missed something they should know for the examination. No student can possibly duplicate the thinking which led to a principle being evolved, and so the objective must be to study experimental technique and how to collect, verify and correlate data, relying on the teacher to state how such observations are interpreted, and what limitations exist.

It can hardly be coincidences that so many of those pursuing modern sciences have spontaneously and repeatedly told me that they are worried about neglecting the development of existing theory, and perhaps it would be useful to undertake a systematic survey of traditional and modern physics/chemistry in terms of the students' current attitude and their subsequent achievements.

On becoming involved with sixth form physics projects in a wide range of schools, I was surprised to find that the most original and thorough projects were being formed by those being taught traditionally. It seems that all one can do is encourage the students to develop their own ideas outside the regular lessons, and not in place of them, since a student must first compare the successes of existing theory if his imagination is to be anything to work on.

The irony is that those teachers who have chosen to emphasize vague notions of scientific method at the expense of formal principles may have actively discouraged students who enjoyed solving problems involving mathematical theory, and inclination to become competent scientists and engineers.

A. G. HOROWITZ,
181 West Heath Road,
London NW3.

Principles of management

Sir, - Within six months of re-appointment to his post, following the amalgamation of several colleges, the director of a polytechnic is being asked to resign.

There has been a recent spate of appointments of education officers to posts as principals of substantial technical institutions, where their junior staffs have had to instruct them in the art and craft of management from which they were insulated in assistant directors' offices. Such examples reveal a deplorable defect in the arrangements for staffing the top posts in education. It is evident that criteria for selection do not include a compulsory requirement for management knowledge and ability.

The principal of even a medium-sized college is now disposing of an annual sum of about £2m, and has command of a substantial number of people - the majority of whom are non-teaching staff - yet the basic training for inclusion on a short list for a graduate qualification, which a qualification has little relevance to the major part of the educational management task, and often makes it more difficult for the person with whom he is dealing. Some competence as a manager is an innate part of his job, and he is not to be blamed for not having received the necessary training. It follows that all candidates for such posts should be required to have been personally involved at some time with management problems, and should be able to prove that they have made a serious study of management, for example, by having taken the diploma in school management studies of the College of Education.

Why are the education authorities so backward in the field of personnel selection? That such essential areas of selection for management are ignored at the time of selection for management is a pity.

BERNARD WILKINSON,
71 Sandford Grove Road,
Sheffield 7.

Physics for every day

Sir, - Apparently Mr Phillips (Letters, September 29) is disheartened by science teaching because he thinks it does not apply to everyday life. He should cheer up; he is wrong in every particular. I teach physics to junior technicians and O level students from industry. A few years ago I asked my classes if any of them used my textbook or work. I was never disappointed. There was always somebody who used the knowledge I imparted. My best moment came with the humble specific gravity flask, which I honestly believed had purely been invented for O level work. But no, a student used such flasks every day for mineral analysis. It was to find the specific gravity of sand.

After that I ceased to worry; everything I taught was intellectually valuable and practically useful. I was very pleased, and hope Mr Phillips will follow me.

Mr Phillips recommends certain high level authors as escape from routine methods. He should avoid such books. I have learnt, in 40 years experience of industrial, commercial, services, and academic life, that our best science courses are first class, and carry on our knowledge on every page and in every formula. They may eventually tire the teacher, but they put first class for the pupil, and should be taught properly done. They can form the core of the highest ideals in science. Keep on, Mr Phillips, we need you.

A. ARMSTRONG,
37 Delfield Road,
Hottfield, Herts.

Fabric of change

Sir, - I was very cheered by the Building Materials Industry's advertising campaign. At last, I thought, somebody outside education is showing practical concern, even if it is a ploy. Old London schools obviously need rebuilding, and it is totally depressing and frustrating to see teachers react by defending their positions, £8,000 spent in 12 years is irrelevant. Good money is sent after bad in trying to patch up these worn out buildings.

Why don't teachers swallow their pride and accept help gratefully? We should all welcome a strong lobbyist as an ally, not need it grovelling with embarrassment.

Another opportunity to improve schools has been lost.

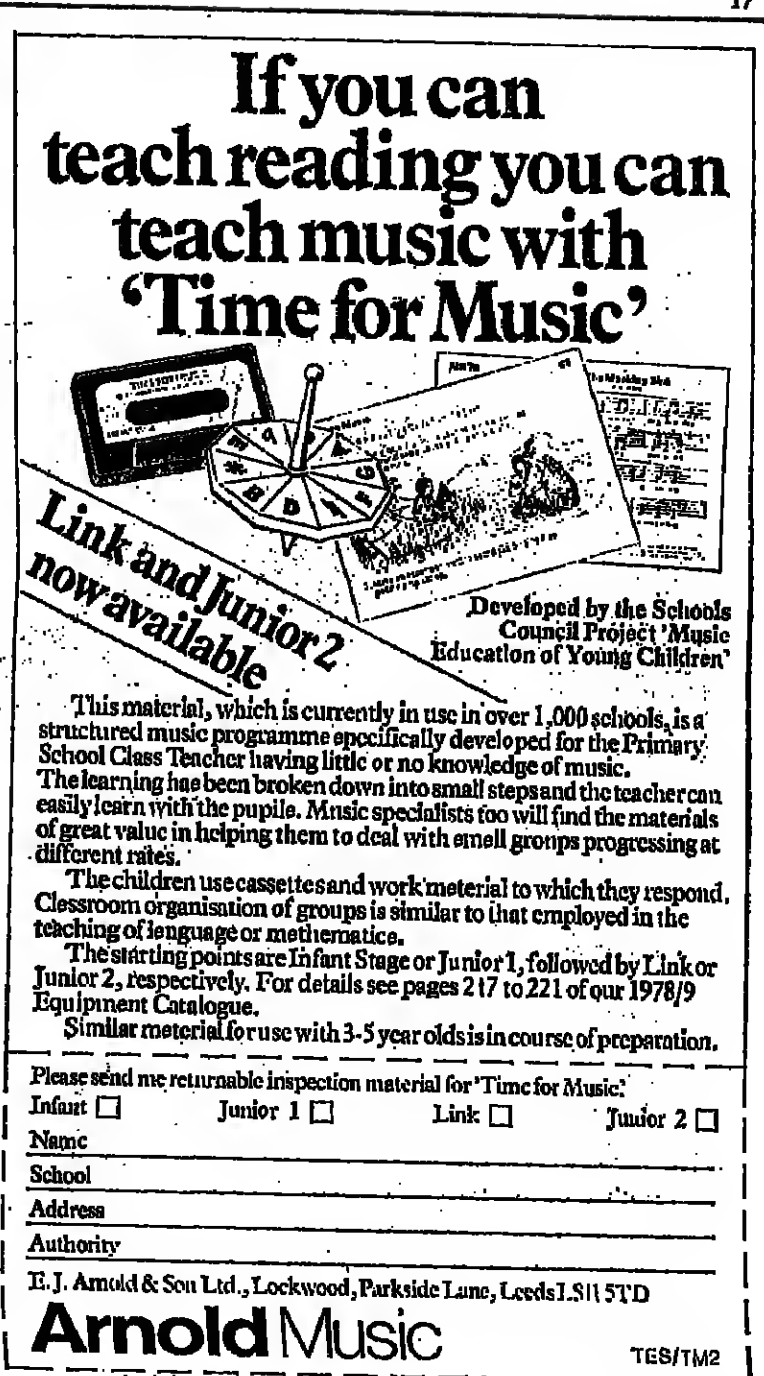
ROS CULLINAN,
Co-ordinator for the Advancement of State Education.

Brenton's funds

Sir, - In your issue of September 22 there is a photograph of Howard Brenton, the playwright. The caption states quite correctly that he has been awarded a one-year creative writing fellowship at Warwick University. The caption omits the fact that the fellowship is paid for by the Arts Council grant.

SUSAN F. ROSE,
Arts Council of Great Britain,
105 Piccadilly,
London W1.

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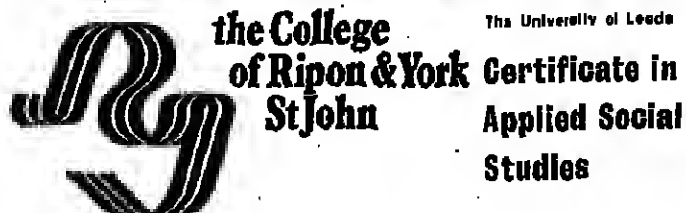
Applicants must be fully qualified secondary teachers with at least two years' experience teaching in the 11-17 age range. They should be single, aged between 25 and 35. Knowledge of Danish language not required. Salary DK77,906-87,420 per annum. Appointments are to a school district; teachers will serve in a number of Folkshøjskoler in the district.

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Sport

FE colleges get their first 'very own' sports day

by Stanley Levenson

Students at further education colleges will have the first chance of sports competition of their own when the newly formed organization, Basic, stages the inaugural national tournament at the University of Birmingham on March 25 next.

Competitions will be held in badminton, basketball, volleyball, netball, hockey, table tennis and five-side indoor football. For this occasion one entry will be restricted to full-time students under 19 on September 1.

Basic, the British Association for Sport in Colleges, was formed earlier this year under the aegis of the Association of Principals of Colleges, with Mr Hugh Johnson, principal of Airedale and Wharfedale College of Further Education, Leeds, as chairman.

Its creation fills a sports gap in

the educational world, but Basic is concerned with more than competition. Mr Johnson and his colleagues, like everybody else in sport, are worried about the school-leaving drop out rate of 80 per cent, and the need for more sports amenities for further education students.

In this there is the backing of the National Union of Students which, last March, launched a campaign for better sports opportunities for the 16-19 age group. The union, while urging the special needs of the school-leavers, also urges planners to take into account the recreational interests of the entire community.

Further education colleges, mostly with limited sports facilities, are also pressing for more bricks and mortar. In the spring Mr Johnson said he believed that priority should be given to the construction of sports halls, which would be a real boost for the spirit for further education.

This up to now neglected sector

is a big one; excluding evening class students, there are two million in further education colleges. For the moment all 10 members of Basic's executive committee are doing less well than any other identifiable group. Why?

To answer this we need to ask other questions which we have not answered adequately for white children either, including the reasons for the poor educational performance of working class children, and the role of language in education. With black children there is also the question of their ill-understood cultural and linguistic background. Nor can we ignore the factors of black unemployment, and feelings of rejection by white society.

British schools have shown a stunning lack of concerted resolve to tackle the situation. There has been something of a conspiracy of silence. If one assumes mistakenly that West Indian children have no major language problems at school, and have no separate culture, then one is left with the taboo subject of their innate intelligence.

Partly because of this fear of rocking the racial boat, British education has never achieved consensus over what to do for black pupils, and lesser faith has revealed. Possibly it will take breakdown schools and elsewhere to supply the needed galvanization.

We have mentioned language, which is an area of research. This is fundamental to most issues. But for the sake of clarity we need to separate out at least three different functions of language: the educational function, the function of language in intellectual development (linguistics), and language as expression of identity.

It is the first which is concentrated upon in TEFL approaches. Whether one is teaching Gaiwan to say where he lives (social language) or where King Alfred lived (literary), the language is still functioning on the transactional level. This function has traditionally been confused with the cognitive in education. It is not just the teacher down the corridor who associates "poor" language with poor thought. Berolter and Engelmann, who devised the American Headstart programme, confused standard English with efficient transactional language, and the use of transactional language with cognitive development.

However, most of us are probably for from ready to accept a non-standard variety as a teaching or learning medium. Up to the present schools have tended to be intolerant of non-standard speech, because it is felt to be in some way inadequate, or because teachers consider that it is in the children's best interests, educationally and socially, to speak standard English. A survey of West Indian children's writing undertaken by one of the authors, however, indicates that this approach is harmful and ineffective. The efforts of generations of teachers to make standard-speaking children have been largely in vain. The links between language and identity are so strong that attempts to "correct" non-standard speech are likely to be interpreted by the children as criticism or rejection of themselves, family and friends. Not surprisingly, such attempts are generally resented, and non-standard features continue in the speech and writing of most dialect speakers, not least West Indian children.

A far more constructive approach would be to acknowledge and accept Creole in the classroom. This is the course advocated most recently by ILEA in its "radical reappraisal" of multicultural education. This case is also strengthened by information which we have on learning to read. The West Indian who reads "the other two boy come to see me yesterday" demonstrates that he has grasped the meaning of the sentence, and the teacher who attempts to "correct" non-standard forms is likely to produce word-callers who read for accuracy, not understanding.

But what of black children born in Britain? It emerges from our (Stalliffe) survey of the language background of the Bedford black community that there is a continuing vigorous use of fairly broad Creole by the second generation, but meshing as they do with the first genera-

tion, and adopting their attitudes towards their language. At the same time these children are discouraged from using "brood talk" by their parents.

So we might envisage a mid-point on the dialect continuum, a modification of extreme Creole, which represents the first language of pre-school black children. From this point we could develop an English dialect by moving dialectically in one direction, and Creole by moving in the other. In this way most black children quickly learn to operate a wide span of dialect.

The most "English" speech of young black Britons often differs from local white usage in subtle respects. There are, for instance, slight differences in phonology, and some differences in what English teachers relish as sentence structure. Thus clauses tend to be inflected in the English way, but their organization into sentences may be "unusual". A Bedford-born black child was recorded saying: "... and he turn on the light say: boy what you doin' there?" Of course, this shows three instances of lack of (white English) inflection in addition to the unusual sentence structure. "Say" (or rather "seh") is a persistent feature whose form and function derives from African languages.

The English dialect of older black children who may be speaking a form of Creole in other contexts is likely to slip Creole-wards at the slightest change of mood, dropping inflections as it goes. How important are those structural and inflectional differences? It is entirely a matter of the tolerance of the teacher, the examiner and, of course, the employer.

Try underlining the unacceptable among the following:

They saw how his bolly was big and round.

All my fish pots washed away.

Look at him, he's easy to cry.

A curse was on it, that who wore the ring would die.

In here is cold.

None of the above, incidentally, involve "faults" with inflections. It may be that the way forward lies in the highly promising study of collaborative learning techniques undertaken by Jini Wright and others working with Harold Rosen on the "Language-lured problems of inner city schools".

In this the pupils learn through talk. They are obliged to make some kind of cognitive effort to grasp an unfamiliar topic before they can begin talking about it. And the to-and-fro of discussion brings about a processing of information—different entirely from the usual mode of question and answer between teacher and class. Collaborative learning focuses on what pupils collectively "know", and neatly sidesteps the problem of standard versus dialect as classroom medium.

Any teacher overtly introducing Creole into the classroom may run up against certain problems. Parents may object. The children themselves may be confused by the move, chiefly because of the functional level of Creole in their lives. For many black people the use of "brood talk" carries various sociolinguistic messages.

Used to an "inferior", a parent to child, it can imply control, direction. With equals it usually implies very relaxed, "Afro" interaction, often mock-aggressive, "Tu n' superior", e.g. to parent or teacher, it can imply disrespect.

A minority of black children will not be able to produce Creole. Thus it might be advisable initially for the teacher to think not so much about introducing West Indian verbal genres. We are thinking about folk tales, playground rhymes and rhymes about the expression of religious and secular ideas by black congregations, and the theorizing of black children on subjects such as black-white relations or Rastafarianism.

Alternatively, dialect can be used as drama, where its use is "framed" by the situation, and one remove from the world of the classroom. This has already been done in certain schools with considerable success. Vauxhall Manor School's Jennifer and Brixton Blues is a lively dialect play now on video tape, and transcribed by one of the authors.

There is no shortage of high quality work produced by Caribbean writers, but, equally, there is a wide range of material which documents the experience of young black Britons. This includes poetry by Linton Kwesi Johnson, short stories by Jennifer Johnson, and anthologies of verse and prose such as "Stepping Out", which was produced as part of the work for Mode 3 CSE at Twyford School, Ealing.

Language can be seen as not only a problem area, but a curative power in the education of black British. The possibilities are great provided that the will exists to exploit them with imagination and tact. A collaborative effort by teachers, pupils, parents and researchers is needed.

Equally important, schools must be on their guard against racism, for without vigilance on this more general front all the language issues we have been discussing will become irrelevant.

Viv Edwards teaches at Bulmershe College of Higher Education. Dave Sutcliffe is head of the remedial department at Queensbury School, Dunstable. They would be glad to hear from anyone else with constructive ideas on the education of black British pupils.

Broadly speaking

'Links between language and

identity are so strong that attempts to

correct non-standard speech

are likely to be interpreted by children

as criticism or rejection

of themselves, their family and their friends'.

Viv Edwards and Dave Sutcliffe on Creole in the classroom



Tom McNamee

All of them were cheering for the miles ... and even:

The Scotland people keep on say that they does be a monster in a river could Lochness ...

are all too common. It would appear that the constant "correction" of the kind which seems to be fairly general in schools often produces confusion and linguistic insecurity on the part of West Indian children.

A far more constructive approach would be to acknowledge and accept Creole in the classroom. This is the course advocated most recently by ILEA in its "radical reappraisal" of multicultural education. This case is also strengthened by information which we have on learning to read. The West Indian who reads "the other two boy come to see me yesterday" demonstrates that he has grasped the meaning of the sentence, and the teacher who attempts to "correct" non-standard forms is likely to produce word-callers who read for accuracy, not understanding.

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Language can be seen as not only

Feature probe is classroom winner

by Nigel Richardson

A ready supply of newspaper cuttings, built up over the years, can provide a valuable source material. With the help of literary neighbours or the union building wastepaper basket first thing in the morning, a large variety of daily and Sunday papers can regularly be collected. Of the dailies, *The Times* and *The Guardian*, provide the most suitable short factual stories and longer features, while *The Daily Telegraph* and *Daily Mail* are a good source of more obviously controversial argument.

The *Sunday Times* retrospective studies of contemporary problems make excellent sixth-form study material. Many of the main articles in *The Times Saturday Review* can be turned into complete general studies lessons. Among the most amusing fictional and humorous writers are Jilly Cooper, in *The Sunday Times*, and Peter Simple in *The Daily Telegraph*.

The *Telegraph Colour Supplement* usually has a useful 1,000-word introductory article putting

forward a specific argument—again, ideal for general studies—while for the contemporary historian or geographer the longer, illustrated colour supplement articles can help to enlighten many lessons for all ages. Of the weeklies, the *Listener* offers excellent material for the teacher, and the *Spectator* and *New Statesman* can give sixth-formers manageable arguments to absorb and criticise.

It is worth a visit to a local auction or second-hand office furniture shop to acquire a four-drawer filing cabinet. Although these can cost up to £100 now, second-hand ones can be bought for as little as £20. Specially designed filing files are also expensive new, but used ones can be found, and will prove a worthwhile investment in the long run. Individual wallets which can be taken out of drawers are much handier than conventional type files.

Filing systems have to depend on individual circumstances and needs. A teacher of English, history, geography and general studies, might use one drawer for historical material, another for contemporary material, and a third for general studies. A second would contain one file a country for geography and current affairs material; a third would house ethical issues such as birth control, euthanasia, genetics and divorce, while the fourth could be devoted to fictional writers and writing of all sorts, plus articles relating to the mass media. These could later be used in a course on creative writing, journalism, the press or mass communication in general.

Even with an efficient filing system, storage does present problems. Articles do not come in helpful shapes and sizes, and newspaper is both dirty and difficult to

store and preserve. One answer to this is to employ pupils to mount key articles column by column on sheets of A4 and then to photocopy them; expensive, but tidy.

Above all, outdated items must be thrown away ruthlessly. This is not always easy; people with the



Scavenging

patience to collect large quantities of material are likely to be compulsive hoarders. But the art of skilful rejection can come quickly with practice and experience, as can the knowledge to differentiate between the article which will last and the one which will die.

Textbook grants are usually inadequate, and the British press is arguably the best in the world. It is, therefore, surprising that newspapers are not more systematically exploited by teachers. A year's collecting as a student can provide a full-time teacher. Time pressures are much heavier on students' lives and the last year as a student is the ideal time to begin scavenging.

It is a good thing that people should feel it important to use their language well, with range,

Parade ground language

by Edward Neill

Speak and Write Better English
Collegiate Audio Books, 24 Catherine Street, Salisbury, Wilts.

This is an extraordinary package. To begin with, it is overwhelmingly an auditory experience, for the accompanying small booklet applies only to part four of cassette two, which deals with punctuation and pronunciation.

In spite of the blurb, which claims that the cassettes contain about three hours' listening material which can "easily be assimilated by any normal memory", the proceedings open with disputed points and common errors "often involving misuse of prepositions, which makes for difficult listening and even, such being the nature of our language acquisition devices, encouraging assimilation of the wrong suggestions."

These, when exemplified, stick in the mind. An odd characteristic manoeuvre is to explain that each disputed option in good traditional written and spoken English, and that to complain that one is right and the other is wrong is simply to misunderstand.

It is then stated that one should always use one of those options, and people who know no better should be thinking the alternative wrong. This tells us a lot about the anxious, prudential nature of the exercise. It sounds rather as if it were addressed to a stiff-necked ambitious young draper in about 1905.

It is a good thing that people should feel it important to use their language well, with range,

precision and care. Yet one would get a rather shrunken idea about what the world involves from the dry, monitored and stilted parody of presentation here.

The fact is that it is very difficult to graft good use of English on to the stunted trunk of marginal literacy in this fashion. Unless one finds good users of English to associate with or finds a teacher with whom one can spend a lot of time in a less parade-ground way than we have here, or is prepared to read something that isn't being fired off at an audience of idiots, not much can be expected from this kind of exercise, which will always be no more than a marginal aid.

Side one deals with disputed points and common errors, such as the different to or different from, a preposition is a nasty word to end a sentence with type, inaccuracies of pronunciation (which they pronounce "pronunciation"), grammatical errors, words of the same spelling but different pronunciation, side two deals with words of similar form but different meaning, grammar, the subjunctive mood the split infinitive, side three with singulars and plurals, meanings of pairs of words and their usage, side four, with the pronunciation, punctuation, the writing of good English, colloquialisms and idiom. The attitude to pronunciation is confused—tongue services to local speech, on underlying hegemonistic and class conscious controlism we associate with the BBC. This material is itself read with tortuous gentility. It is based on the sections of *The Modern Usage of English*, a reading course prepared by T. J. B. Spenser, J. R. Sutherland and F. R. Ery.

The striking thing about the package is the growth in self-confidence in the children, some of whom were at first withdrawn. Feeling important to an adult gave them significance. The teachers had been encouraged to solve every opportunity to signal approval and affection. The relationship thus forged enabled the children to participate far more in their normal classes.

As all remedial teachers know, for children to learn in read is largely a matter of persuading them that they are learning, that reading is a possibility for them, that these hieroglyphics on the page can be forced to give up their meaning to them.

In a sense the whole business is a confidence trick. It is much easier to coax children into belief that they are making progress when they are alone with you: you can answer the success that is so badly needed by a group they will measure their progress against other's. For the confident child this can be motivating; for those it is an added

force on from 1856, since when, apparently, it has become a good deal more popular. How the police are trained and organized, how they control traffic and operate locally are covered individually, with plenty of photographs.

The packs are intended to help junior age children to appreciate the work of the police but they provide background material which could be used for historical work at a higher level.

Children are responsible for 100,000 fires every year in the Home Office is trying to initiate more work on fire prevention in schools. Their new kit, *Project Fire*, contains a wall chart, a booklet on fire, ten project sheets and teacher notes. The notes include information, projects, information, and lists of further materials.

A trip around the local fire station is a recommended part of the project, and the pack emphasizes that the necessary arrangements for children's safety should be made. The country's 55 fire brigades have the kits, as well as schools. The kits can also be ordered from the Home Office, Project Fire, PO Box 242, London SE1.



This hand demonstration the right and wrong ways of holding a quill, and is from "Libellus valde doctus" by Urban Weiss, published in 1549. The story of handwriting, which from which they are taken begins with the Rosetta Stone, which led to hieroglyphics being deciphered, and includes models, materials and scripts from Europe and the East. The chart is published by Fensholt Publishers Ltd, 9 St James's Place, London SW1, and costs £2.15 including postage.

The long arm

by Gillian Thomas

Preserving law and order from Anglo-Saxon times until the mid-nineteenth century is covered in the first of two project packs on *The Story of our Police*. They are available to schools through local police headquarters or direct from the Home Office Public Relations Branch, Queen Anne's Gate, London, SW1.

The six leaflets deal with historical events and laws relating to public order. Anglo-Saxon times, the Middle Ages, the Tudors and Stuarts, London and county police in the eighteenth century and finally the work of Sir Robert Peel are included.

Among the colour sketches are a Norman sheep stealer being pursued by a "hue and cry" ("hue" was the sound of the hunting horn) and Robin Redbreast, the horse patrol used to pursue highwaymen.

The second pack takes the police force on from 1856, since when, apparently, it has become a good deal more popular. How the police are trained and organized, how they control traffic and operate locally are covered individually, with plenty of photographs.

The packs are intended to help junior age children to appreciate the work of the police but they provide background material which could be used for historical work at a higher level.

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Journeys in a hazardous town

Safe and Sound
The Service Dept, ROSPA, Cannon House, Priory Queensway, Birmingham B4 6BS. £3.35

At last there is a road safety game which is both realistic and educational. *Safe and Sound* is suitable for any child above seven years of age and can be used in the classroom and as a family game at home.

The four players take the place of a car, a motor cycle, a pedestrian and a bus. The game is played on a plastic board, which is a map of a town, offering every possible traffic hazard, mapped out on a plastic board. If they land on a certain numbered square, players must answer a question.

After being questioned, players advance to motor cycles and, finally, cars. At each changeover, players must answer questions about the hazards they are about to drive, and those are awarded the quantity of information.

One of the greatest advantages of this excellent game is that players have to verbalize their journey, explaining what obstacles they are approaching and incidentally learning from each other. One feature of the game is that it is especially enjoyable to that if one player makes a mistake, perhaps forgetting to use the Green Cross Code at the Kerb, the other players act as policemen, adding points to their scores by supplying the missing information.

After a serious accident, the guilty are sentenced to a spell in jail, making two thirds of the dice, which is a sort of adjudication, might be necessary among younger children.

Conversation between children about the town and its facilities can develop, pictorial and written. There is space on the map for children to insert their own ideas, such as a fire, a playground, a bus stop, a school, a shop, and so on, and to apply the rules they have learned.

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Reading progress

Angela Dancy

During a period of six months, a remedial reading project operated in Devon as part of the Job Creation Programme. Five unemployed teachers, four in junior, one in a senior school, have been teaching six children whose backwardness averaged three years and 10 months.

The purpose was to demonstrate the progress possible through intensive one-to-one teaching. The teachers were remedially untrained. They were given one week's induction. Subsequent problems were dealt with during one half day a month. Resources were provided by the schools, St Luke's Resources Department, or made by themselves. The county remedial adviser chose the schools, who selected the children. They had IQ's between 65 and 116. During the six months they made an average of 18 months progress. That such progress can be made by children receiving individual attention is well known.

The striking thing about the package is the growth in self-confidence in the children, some of whom were at first withdrawn. Feeling important to an adult gave them significance. The teachers had been encouraged to solve every opportunity to signal approval and affection. The relationship thus forged enabled the children to participate far more in their normal classes.

As all remedial teachers know, for children to learn in read is largely a matter of persuading them that they are learning, that reading is a possibility for them, that these hieroglyphics on the page can be forced to give up their meaning to them.

In a sense the whole business is a confidence trick. It is much easier to coax children into belief that they are making progress when they are alone with you: you can answer the success that is so badly needed by a group they will measure their progress against other's. For the confident child this can be motivating; for those it is an added

disappointment. For this reason giving these teachers groups of two or three must be resisted: there is a qualitative discontinuity between one-to-one and one-to-more-than-one.

These results seem attainable at any age. But there are, unfortunately, arguments for giving first emergency help when children first begin to fall behind (perhaps when the reading age is one year behind their chronological age).

They need it before they have learnt to see themselves as failures — a "preemptive strike" can render unnecessary the battle to restore confidence. The more the effort, the more money, the teachers' efforts and the child's learning years are wasted.

In addition, the continual frustration promotes anti-school and later anti-social attitudes. Early help allows for many years' reinforcement during ordinary school work, which will fix the skill.

Would it be too expensive to explore the possibilities of one-to-one? Consider the remedial teacher taking a class of 10. During the day she could take these children individually for 30 minutes. If the other nine were accommodated in their ordinary classes, there would be no extra cost.

There are many unemployed teachers who could augment remedial provision. The project's costing

demonstrated once again that in subsidize employment is only marginally more expensive than to subsidize unemployment.

Existing resources could provide the other requirements: colleges, departments of education, the Inclusion Courses, county remedial teachers' centres, the equipment.

In the project, the unions stipulated pay just below basic Barmouth. The fact that that was too little to attract good applicants was demonstrated in the present state of employment: young teachers select the chance of using their newly acquired powers, and see a golden opportunity to develop one of the crucial classroom skills—the teaching of reading.

Strait-from-college teachers, faced with classes where one or two cannot follow the lessons, find great difficulty in analysing the problems and setting work to solve them. They feel guilty that they are not doing more for the less able.

With one-to-one remedial teaching behind them, they would know how to identify the confusions in the backward child's mind, and what he or she would be able to overcome the difficulty.

Angela Dancy is a lecturer at St Luke's College, Exeter



Broadcasting and literacy

John Holmes

The recently published research report *Adult Literacy: A Study of its Impact* (by H A Jones and A R Chomley) is ambivalent about the importance of broadcasting within the national adult literacy campaign. A research project which started in 1975, with the brief from the DES to study broadcasting roles in adult literacy, concluded this year with the much more general title given to the final report.

The research aimed to understand the role of broadcasting from within local areas, and report on the perspectives of organizers, tutors and students. Yet, as it progressed it was found increasingly that the broadcasting element central since was normally peripheral to what was happening locally.

The BBC's role was central at the beginning in persuading some authorities to establish local schemes of tuition, in letting potential students know of their existence and, through the telephone referral service, a way of making contact with local tutors.

As schemes established themselves and became better known, it was not surprising that the BBC's role in providing students with a way in to tuition declined in importance. Tutors were recruited more through local influences than through national broadcasting publicity. The research, while able to note these influences, only made contact with students and tutors after they had come forward locally. By this time what was central to both tutors and students' thinking was getting on with each other and making progress in tuition.

Unlike some educational broadcast, the BBC was commendably modest about its aims. They concentrated on the advantages of a non-print form of communication in making contact with adults who were unlikely to be reached through print. Even the small amount of learning content in *On the Move* was included to try to convince adults they could learn so that they would come forward locally, rather than to any self-contained educational sense.

The research findings that successful tuition depended on the complex relationship between tutors and students would seem to justify the BBC's emphasis. However, this approach did lead to some problems and to some bad feeling.

The BBC felt local schemes were not relating their own tuition enough to points made in *On the*

Move, nor in the later programmes with greater learning content (*Your Move* and *New Move*), which have now been taped. And the local schemes were not entirely happy with a situation in which the BBC seemed to get more than its fair share of praise, when they had to deal with all the day to day work and problems at a local level.

The research findings seem to point to a greater role for broadcasting in this sort of campaign. The BBC was right to emphasize the "significance of literacy" in *On the Move*. Both Holmes and Alf, the lorry driver, did an excellent job in portraying some of the doubts and mixings which some students feel before they come forward to tuition. Yet, what came over most strongly in the research contacts with students was that their feelings of doubt about the value of education, and about their own ability to learn, continue during tuition, and often made it difficult to make progress in terms of literacy skills and knowledge.

It was found that although schooling had had little influence on these adults' literacy skills and knowledge, it had had a considerable influence on their attitudes to education and themselves. The result of this, and the false implications often made about "illiterate" people, made the process of "becoming literate" much more than the acquisition of skills and knowledge.

Some students came to terms with the "status" aspects of literacy on their own, at least enough to become literate; for others it was hard to see how their "illiteracy" will ever be seen in terms other than deep-seated shame.

But tutors often found it difficult to help, beyond trying to ensure success and being generally encouraging and sympathetic. One-to-one tuition in particular found it difficult to raise "personal issues" with their students, not wanting to put in jeopardy the relationship on which the tuition was founded.

Broadcasting could have made a much greater contribution if it had raised some of the status issues faced by students and their tutors when in tuition. Television would seem to be ideal for raising the individual implications of what are social and political issues, without becoming too "personal".

These issues are important to many students regardless of their literacy level (students can feel illiterate with fairly minor spelling problems, and are important and interesting to tutors as well).

To make this approach work, *On the Move* would have had to move away from the general family entertainment mould, and take some difficult questions about the meaning of literacy. The programmes would then have been for both tutors and students, rather than aimed at one or the other, and would have been able to provide a fruitful debate at the local level.

John Holmes is research worker, Consultative Group of Youth and Community Work Training.

Chemical industry

Reading through the latest issue of the *Bulletin of the Schools Information Centre on the Chemical Industry* quickly reveals that a lot of money is being put into schools' industry liaison activities. Details of schemes organized by the Association for Science in Education, the Association of Chemical Teachers, the Standing Conference on Schools Science and Technology are given. Further information from Dr Barbara Harris, Schools Information Centre on the Chemical Industry, The Polytechnic of North London, Holloway Road N7 8DB.

Fibre-point drawing sticks containing Indian ink have been introduced by Hellerman Ltd. Produced in three sizes—3mm, 5mm and 7mm—the pens produce a firm, solid line suitable for sketching or technical drawing. Prices to schools are 20p each from the company at Hellerman House, Sunbury Trading Estate, Windsor Road, Sunbury-on-Thames, Middlesex.

Animal kingdom

The first in a series of poster/magazines on the world's animals has just been produced by Ponder Ltd. The magazine opens out into a large poster, on one side of which is a selection of coloured photographs of lions. On the other is a seven-part story for children about an article on life in the Savannah. The magazine costs 40p. Ponder Ltd, 4 Valentia Place, London SE1.

An audio-visual finishing service is being offered by ESL of Bristol, which will do sound recording on cassette, duplication as well as developing and mounting photograph transparencies for slides or filmstrips. Charges range from £15 an hour for recording on to £150 for a complete cassette, plus the cost of the film, as to provide a complete cassette tape, from 34p a frame. For filmstrips, ESL, Bristol, Waverley Road, Yate, Bristol.

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Minorities and underachievement

June Rovarelli

The purpose of this study was to investigate the provisions made for the ethnic minority group in junior schools.

Statistical figures are not necessarily representative of any one area. From the data collected, it became apparent that there were no schools in which the local situation differed from that regarded as typical of multicultural areas.

In Newport, Gwent, of 32 junior schools, 19 were classified as multicultural (59 per cent or over). In the same area, 15 were classified as non-multicultural (with a small percentage of "minority" pupils), and 17 had no minority pupils at all. This was shown to be a significant difference. Although the overall percentage of minority group pupils was small, the concentration in a few schools was high.

Accepted pattern was revealed: the West Indians performed significantly better than the Asians. In the lower junior age group, 44 per cent of Asians were proficient in all skill areas, as compared with 69 per cent of West Indians. In the upper, 57 per cent of Asians were proficient in all skill areas, as compared with 78 per cent of West Indians.

Significantly, the highest rate of underachievement was found in the largest group, and the areas in which the group was most concentrated reflected the highest rates of underachievement within that group. In Newport, as elsewhere, minority communities have tended to become established in the poorer housing areas, and inevitably partake of many of the disadvantages of the indigenous deprived.

This factor does not, however, explain why the Asian children should perform worse than West Indians from the same area. Nor can an explanation be found in regarding Asians as foreign-language learners. Most children in both groups were born in the United Kingdom, and the results were analysed further, divergence from the

accepted pattern was revealed: the West Indians performed significantly better than the Asians. In the lower junior age group, 44 per cent of Asians were proficient in all skill areas, as compared with 69 per cent of West Indians. In the upper, 57 per cent of Asians were proficient in all skill areas, as compared with 78 per cent of West Indians.

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Seventy-nine per cent of Asians tested had received all of their education in the United Kingdom, compared with 89 per cent of West Indians. Of those educated wholly in the United Kingdom, however, only 56 per cent of Asians were fully proficient, compared with 81 per cent of West Indians.

Linguistic underperformance would seem to be linked to density of concentration. The very small minority of West Indian pupils, who tended to become more easily absorbed into the mainstream of the school than have those of the larger and more cohesive Asian groups. West Indian children were frequently described as being "virtually indistinguishable" within the schools.

Absorption by the dominant group is not, however, true integration. What has worked for a small, scattered group has not worked so well for a larger group, even in Newport, where we do not face the typical "inner city" spiral of deprivation and disadvantage.

June Rovarelli teaches at Malpas Junior School, Newport.

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Big is beautiful

Colin Newman on Manchester Teachers' Centre

At a conference on in-service training earlier this year at AET from one of the more rural counties said that "teachers' centres are a cottage industry" and, as such, they've missed the boat. Certainly the local centres envisaged in Schools' Council Working Paper 10 now seem a little out of date.

Most of the seeds of centre work were sown upon dissemination of national projects and upon the small, the cheap, and the part-time. One full-time leader might be required in a centre serving between 400 and 800 teachers, but would be dependent on a parent institution for accommodation and resources.

Whether because of this philosophy that small is beautiful or simply because of financial expediency the pattern was set for the centres which were established in the late sixties. But the working paper said also, "that the centre power should come primarily from local groups of teachers", and this proved to be the most decisive factor of all.

Teachers voted their feet for short courses, for which Stenhouse has called curriculum renewal, for technical facilities, resources and, in some cases, for social activity. Approval of regional and national projects was still in the programme but very quickly lost any claim in a central position. Local work was addressed to local problems which were pressing and immediate.

Faced with these demands for swift responses to local needs, centres became brokers and hand-holders. They expanded and set up networks—but I know of no instances where larger centres fragmented. In fact later centres tended to be bigger rather than smaller. The Manchester Centre is such a one and is frequently described as the largest in the country. What

does this mean in real terms? It does not mean that Manchester is bigger and better than everywhere else in every way, but it is true that in terms of staffing, resources, and target clientele it is larger than any other and examples of every kind of activity carried out in teachers' centres are included in its work. It is also untypical in its management structure.

The size of the operation can best be indicated by a few examples. Attendances at meetings average 23,000 to 24,000 a year, while individual meetings and activities organized elsewhere (in schools for instance) account for at least as many attendances again. There are 50 staff working at the centre at any one time, including 18 professionals.

Well over a million copies of software are printed annually. A very large education library is maintained by a full-time staff of five people. Central to the whole concept is a team of full-time curriculum development leaders who work in very close partnership with local subject inspectors. Integral with the centre is a teachers' club with a restaurant and a bar, which is open seven days a week.

Unquestionably it is big. It has to be in order to meet the needs of its customers. Generally teachers' centres support teachers in local schools, but the Manchester centre is briefed to support educationists in a much wider field, including maintained, voluntary and independent schools, administrators, lecturers, inspectors and others working in education. In short, anyone who is a qualified practitioner working in education within the city. Teachers' unions, subject associations, examination boards, etc. meet there regularly, and it houses a number of regional and national conferences every year.



The management committee of this complex federation of interests is unique. Representatives nominated by each of the unions (NUT, NASUWT, NATFHE, NHTA, the Joint Four, and the Association of Principals) are balanced by an equal number of members of the education committee, and this pattern has proved to be most valuable.

The advantages in bidding for estimates are obvious, but much more important the debates within the committee range far wider than the immediate needs of the centre. There are gains in communication between the teachers and elected members and as Warden I benefit considerably by learning about the expectations which my clients and employers have of the centre. The elected members are not represented on the three sub-

committees of the management committee each of which has a different constitution—although the teachers' representatives form the main nucleus of each of the sub-committees.

One other aspect of the centre needs to be understood as basic to its way of working. All centres are faced with decisions concerning their relationships with the local and other providers. Is a centre to act mainly in competition with other local agencies, or should it act predominantly as a broker, serving as a nerve-centre for initiating activity?

The Manchester centre is firmly entrenched within the latter, catalyst role and for this reason it is impossible to disentangle a centre "programme" as distinct from the provision made by the

local and other bodies in the city. Where there is an unfulfilled need the centre is able to make provision unilaterally but usually the INSET provided has more than one agency involved. Certainly the provision made by the centre cannot be separated from that provided by the local inspectors. The two are integral.

The centre has been open a little over six years—time enough to formulate some general conclusions. Size always presents certain difficulties. Communication is one. Despite reasonable robust transport some teachers feel cut off geographically from the centre, and inevitably, in spite of all our activity, some remain unaffected. Coordination is also a problem.

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With a university, a polytechnic, a number of colleges, and generous provisions by the L.E.A., Manchester is an INSET-rich city and teachers find a varied and plentiful menu on offer. Simply to be aware of all that is happening is difficult, to coordinate in any detail is virtually impossible. Even within the centre, cooperation across the subject-steps and different stages of education is difficult and determination is required.

However, these problems are more than offset by the advantages. Paramount among these 1 would place the response from teachers. The constant cry is for more spare to house more work, and more of what is to offer is over-subscribed. Never less than 40 per cent of the teachers are affected by the work at the centre at any one time.

The causes of this enthusiastic take-up are not hard to discover. Curriculum development leaders both stimulate interest and act as providers and there is an adequate backing of support services readily available.

Also there is the nature of the centre. It is almost impossible to be there without being involved in a process of conversation, without being tempted into impulse buying and without, being gently nudged into thinking. The staff can set the centre in this atmosphere, but the real energy comes from a constantly heavy traffic of people from a variety of disciplines.

There are, of course, development factors. Curriculum development and staff development have proved to be inseparable. INSET needs, as discovered, are frequently pressurized as the response to one need uncovers another and demands further work. Much of the centre's activity is rather like painting the back of a hand.

Experiences of this kind are common to most teachers' centres but the quantity and breadth of work in a large centre points to evolutionary development more forcefully than the responses are, therefore, in Manchester, for example, developments in school-based and school-initiated work have been almost entirely by evolutionary processes rather than the external small and the antecedents are close to zero.

In one respect at least, Working Paper 10 was wrong in its assumptions. The work of the centres is not outside the "normal" processes of INSET but has evolved into a new mode which contains a large element of self-help, is tailored to local, even individual needs, and while it is above all simply a two years ago secondary head teachers in Manchester were saying that school-based work which could not be done by the school itself was a need to be met. Now the time limit seems to be approaching three months.

Faced with demands of this kind teachers' centres need to call on a wide variety of human and material resources. Obviously the very large local centre is not a practical proposition in every locality—especially in rural areas. Our experience in Manchester, however, suggests that a team approach, whether by network or some other means, is essential.

I have yet to hear a reasoned argument contending that the Manchester Centre is too big, although there is, however, clear evidence that Working Paper 10, some centres are too small, or too lonely, or both.

Colin Newman is Warden of Manchester Teachers' Centre.

Bandwagons and revolutions

Ray McAleese on new technology

We are in the forefront of a new revolution: the microprocessor revolution. So far-reaching are the implications of this new technology for society that the Government Think Tank has been asked to investigate how such silicon chips will affect our lives in the 1980s. If there are to be social effects, what about education? Where will the teacher be in the latest revolution?

Wilbur Schramm, in his introduction to *The Encyclopedia of Educational Media Communications and Technology* (McMillan, 1978), suggests that although education moves somewhat slowly, "the advance guard of technology is ahead and the camp followers of education are usually behind". Are we going to follow this new bandwagon? If we do, have we learnt anything from past experience?

It has been clearly established that pupils learn from any medium of technical aid, if it is competently used and adapted to their needs. Within its limits any technical aid can perform any educational task. Whether a pupil learns from a medium or not depends on how the medium is used. The teacher is at the focus of the problem. If we take these technological aids to teaching introduced during the past 20 years, we can see something of the problems that have occurred. Teaching machines, CCTV and computers show an increasing technical complexity and a similar increasing range of problems for the teacher.

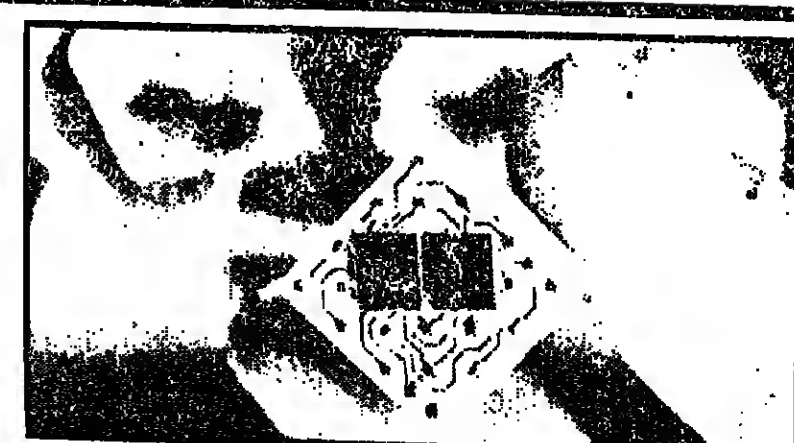
The teaching machine evolved out of testing machines in the early 1920s, but it was not until B. F. Skinner popularised the machine after World War II that its potential was seen by educators as opposed to testers. During its heyday—from about 1964 to 1969—extravagant claims were made for these devices, for example it was suggested that the machine would make the classroom teacher redundant. Although the programmed learning machine, as a methodology, came before the machine, it was in many cases the machine, not the methodology, that held centre stage. Many young and able teachers saw the potential for new teaching methods in the early 1960s and became involved in the design and construction of the technical artefacts of programmed learning. Potentials were taken out and companies set up to make and manufacture teaching machines. The hardware outstripped the software in volume and the technology outpaced the systems development.

With teaching machines, the theory came first but the main thrust in the development work came with the construction of the machine. As a result there was a dramatic decline in the use of such devices about 10 years ago. This decline was accelerated with the introduction of bigger and better machines. Lesson: technology is a slave master, but once it takes off the teacher has to run fast to keep up.

Starting about 25 years ago CCTV was considered by many to be an educational panacea. A phenomenon of the 1960s in this country, claims for its effectiveness ensured a rapid growth up to the early 1970s. However, by 1976 the ceiling had set in. The innovative Glasgow Schools experiment had been axed and L.E.A. schools television set up reduced by about one-third. A similar shift away can be detected within institutions. However, CCTV, being a technology, has a life of its own. It is even more true of colour television. Yet despite its technical nature many teachers used it. Why? Apart from its direct educational benefits (e.g. magnification, storage, distribution), television is a self-fulfilling medium. It can turn the dulllest teacher into a star.

But what is the teacher's role in this new revolution? We should be aware of the wails of the CCTV devotees to "come and try it". The computer has had a shorter life in education than CCTV yet it has in many ways most to offer to the teacher. Storage of material, quick retrieval of data, carrying out with total accuracy thousands of clerical duties, etc. Dramatic changes in supporting technology (i.e. the chip) is bringing computing within the reach of institutions and individuals. It is with the computer that the main impact of technology can be felt. The recent and largely successful National Development Programme in Computer Assisted Learning identified both the problems and the benefits of the computer. Yet so far there is no universal acceptance of the computer. It is almost as if we were using it against our better judgment: "OK we have the beast... what can we do with it?"

If we go back again to a more general consideration of the problem we can see a general underlying ambivalence between the teacher and technology. Let us take as a starting point that man is by acquisition a tool maker and tool user. Tools extend man's capabilities. However, they alter his orientation. Tool making and tool using alters man's mechanisms of learning by changing neural patterns of behaviour. Werner Heisenberg has observed that technical change alters not only habits but "patterns of thought and value". We accept that tools extend man's capabilities but they also set up tensions and stresses and teachers ultimately resist any change in role. In social interaction man is affected by what the colonial critic Homans calls "the social feedback loop". That is a device to return to an initial position after a change. Homans often deflates educational innovation; homeostasis sets up tensions between man and tool user and man the natural teacher. Teachers like using technical aids; they extend the capabilities of the user and therefore benefit the pupil. However, the teacher has to come to terms with this new extended role. The potential of the "chips with everything" revolution is such that again the teacher will be challenged.



The ubiquitous silicon chip.

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Ray McAleese is a lecturer in education with responsibility for staff development in the University of Aberdeen. He is editor of the journal, *Programmed Learning and Educational Technology*, and has written a number of articles, papers and books in the areas of educational technology and classroom research.

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● Constant monitoring of whether actual band production of learning materials is really better and cheaper than commercially available resources. (Photocopies may cost more than the books—and may not be legal).

● Working out the full costs of RBL is an exercise that some schools would recommend for highlighting areas of wastage and areas for development. As this can be a relatively complex area, those interested in pursuing it are encouraged to consult the Educational Practice by J. Fleisher and P. Pearson, C.E.T. London 1978.

Spaces for Learning

The message with regard to space for resource based learning appears to be: "You have more of it than you think." Many schools have been able to carry out small scale adaptations, either through their local authority or on a do-it-yourself basis (with appropriate clearance). These adaptations tend to cost little, yet seem to have a significant effect on the use of resources based learning throughout the school.

Converted courtyards and kitchens have become resource centres, spaces under stairs have been used as listening posts for individualized learning, hardboard partitions between desks have been erected to facilitate individual or small group work, tables have become resource production areas, and corridors have been widened to produce storage and retrieval areas for which it seems the school as a whole is better placed to learn. The opportunities for resource based learning facilities become clearly visible.

So far in this article we have avoided mention of the issue of centralization or decentralization. Our intention is to provide an extension to both work. Historically, the trend has been away from decentralized classroom based facilities towards centralized systems and then back to the classroom. It would seem that provided information resources are available, a centralization of resources is well justified and the staff are committed to the use of resources based learning.

Colin Newman is Warden of Manchester Teachers' Centre.

continued from previous page

Self Assessment

Many schools have now been using resource based learning for a long time, and are moving towards consolidation and improvement. The indications are that improvement may best be obtained by the school itself engaging in a self assessment exercise. Such an exercise must be school based and each establishment must operate within its own context.

The areas of investigation will vary between schools but there are a number of common questions which are critical. The most important appears to be the extent to which the provision of resources is integrated into curriculum development. Too often the resources are only considered after the curriculum has been devised.

Staff awareness of what resources are available and how effectively and effectively they are used is a further critical factor. The selection, purchase, and production of materials should be looked at, to ensure they meet the criteria generally used within the school. Regularly used materials should be validated in terms of use levels and their effectiveness for teaching and learning.

The storage and retrieval system should be considered, to ensure that it does not inhibit or encourage the availability and use of resources. The arrangements for storage of materials should be looked at, to ensure they meet the criteria generally used within the school. Regularly used materials should be validated in terms of use levels and their effectiveness for teaching and learning.

It is clear that schools differ in the emphasis they place on resource based learning, provision levels vary considerably and each school has its own institution specific problems that develop and change over time. There is no simple one size fits all solution. The features outlined in this article are perhaps necessary conditions for improvement, they are not sufficient. Thus the message for future development can only be a general one—do it, do it well, do it differently.

Colin Newman is Warden of Manchester Teachers' Centre.

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Dear...

We recently appointed a trained learning resource officer to this comprehensive school but I fear it might have been a dreadful mistake. Although a qualified teacher he refuses to cover absences, run the duplicator to relieve the school secretaries or act as a minitronics technician for more than twenty minutes on any job. He has demanded his own budget. And, the final straw, he complains his office is too small and has no windows. He doesn't seem to appreciate how resentful the cleaners have been at losing their broom cupboard. Are these just teasing troubles?

What a demanding relationship! Why not try treating the learning resource officer as a person in his own right—the mirthful approach works at times.

For eight years we have employed a retired RAF radar technician, as a low paid ancillary. At first he maintained confidence he set up our closest circuit television studio, a library resource and repairage centre. Officially he teaches the CSE photography course and he is chairman of the resources committee, originally an important little working party which now makes all the curriculum decisions. But recently I led to demand his resignation. He was presumptuously taking over the staffroom after having been warned once about it. Now I am in a quandary for I have suddenly realised he is quite irreplaceable. What can I do?

Sadlow your pride, ask him to stop and remember in future that in many schools the resource officer is more valuable than any single teacher.

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A selection from the postbag of a l.e.a. adviser for resource organization in secondary schools, with replies.

Unfortunately, I have become addicted to the limelight and cannot bring myself to stop visitors coming. Have you any advice?

You need an attractive gimmick to bring in the visitors. Why not try OCCI (optical coherence coincidence indexing)?

My colleague, the head of maths, writes books for a commercial publisher and sends all his worksheets into the resource centre marked "world copyright reserved". Embarrassingly, the county adviser wants to print the worksheets as his recommended core curriculum in maths for all schools. What should I do?

Don't get involved in an eternal triangle with these maths people. I am sending you the Whitford Report on copyright under which you can explore the union position. Recently, after working for 20 years in one school, I went on my first in-service course. There I found in my contemplation that the hundreds of science worksheets we had created or already produced either by other schools or commercial publishers. I have been a duplicate galley slave, working to midnight all these years. Nothing. Most days I feel too exhausted to teach and just let the kids get on with other work. Are there others like me?

I am sending you a list of United Kingdom secondary schools. Write to any of them and you are certain to find a staffroom pen-pal with your problem.

After reading a Schools Council working paper I have been yoking up with desultory nightmares that as a head of resources I should be coordinating the curriculum through a library resource centre. But all I actually do is claim the film projector, order radio pamphlets, and chase up lost library books. Is this little disturbance common?

Pull yourself together. You may have a humble job but at least you are doing it well. Stop reading

lucid paybacks and you will cease compensating in your dreamlife.

I am an infant teacher and my husband is a teacher/lecturer seconded to an important job at the l.e.a. area resource centre, a television studio and publishing house which employs fifty people. Since he left the classroom his personality has totally changed. He calls everyone "darling" and tells me teachers are silly bitches and he knows best for them. And when we went to Spain this year I noticed he wrote "film director" as his occupation on the passport. Has he outgrown our marriage?

Try to be generous rather than jealous about the success of your husband. He is "one of the boys". Let him have his fling. From what I can gather about viewing figures and l.e.a. this he may soon be invited in the classroom again.

Our head consistently embarrasses me with his asides to visitors about resources innovation. He says that team-teaching and lead lectures in the hall using a carousel are ideal for teaching children from informal primary schools the old-fashioned virtues of silent, obedient behaviour. The overhead projector is a great device for child surveillance, he says, because you don't need to turn your back to the children while they copy down notes. He boasts that our resource-based, mixed ability courses have got rid of vandalism. I thought resources innovation was for educational reasons. Was I wrong?

I am worried sick. At school I was shy so I took up librarianship thinking it was a sheltered profession. Now I am working in the resource centre of a tough comprehensive school. Rough children, eternal in sit day on so-called "assignments" (unaccompanied by any teacher). They obscenely deface the books, scatter film slides about, steal my OCCI needles and play

cards in the carrels. The head is very angry. Do you think I shall lose my job?

No, but he should certainly lose his!

Recently the offset press broke down and we had no worksheets. I had to revert to class readers and other books. I now look back on those four days as a romantic interlude of real teaching. In whom can I confide?

Raise the topic delicately with a colleague in a quiet corner. You may find "a problem shared is a problem halved".

I am a media resource officer who has developed a close liaison with the school librarian over several years. You see busy heads of department have increasingly asked together to preview, recommend and purchase curriculum resources, but the other evening she confirmed my worst suspicions when she whispered to me across the microfiche viewer "you know we, out the teachers, decide the curriculum in this school". Shall I bring the noise to a halt?

Don't feel so guilty. Instead, try to encourage the teachers to make an occasional curriculum decision so that their confidence is gradually built up.

Our persuasive education officer has offered schools a scheme of vibrant or flexible budgeting next year. This could help us buy multi-media curriculum resources for instance instead of books, thus stimulating resources innovation. But this is a county which has a long history of stuffing and financial cuts. As head of resources I am suspicious of these overtures. How shall I respond to him?

You could be being duped by a smooth talker. On the other hand, vibrant based on mutual trust between consenting adults can be a wonderful, educationally fulfilling experience.

Robert Thornbury

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SECONDARY Domestic Subjects continued from page 36

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CENTRAL HIGH SCHOOL, NECHAMPTON, Merseyside.

Applicants should be qualified in the subject and have a minimum of 3 years' experience.

Applicants should send their curriculum vitae to the Headmaster, Central High School, Nechampton, Merseyside.

Applicants should be available for interview on 14th October 1978.

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NOTTINGHAMSHIRE EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the post of

Head of the Department of Home Economics, Nottingham School, Nottingham, Notts.

Applicants should be qualified in the subject and have a minimum of 3 years' experience.

Applicants should send their curriculum vitae to the Headmaster, Nottingham School, Nottingham, Notts.

Applicants should be available for interview on 14th October 1978.

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Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£402 per annum) in addition to the appropriate Borough salary scale.

Headship removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority whose change of residence is essential; payment covers cost of removal of household effects, insurance of household goods for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the final costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc. up to a maximum of £100. The above will be subject to a maximum of £1,000. In addition, a separate allowance may be paid if a dependent family have to be left in the previous home while the accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.

The Authority's scheme of assistance will be the cost of travel to school operates for appointments where the distance 'AT' are shown.

Applications for posts up to and including Scale 10 will be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

Scale 1 Posts

ARCHBISHOP TROSBY'S CHURCH OF ENGLAND SCHOOL
London, E11 3JH
Telephone: 01-554 3070
Head of Department: Mr. J. H. Smith
Head of School: Mr. J. H. Smith

HOME ECONOMICS

Head of Department
Mr. J. H. Smith

PHYSICAL EDUCATION

Posts of Responsibility

ST. PHILIP'S ROMAN CATHOLIC SCHOOL
London, E11 3JH
Telephone: 01-554 3070

Scale 1 Posts

Head of Department
Mr. J. H. Smith

HOME ECONOMICS

Head of Department
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Head of Department
Mr. J. H. Smith

WEST LONDON SCHOOL

London, W10 3JH
Telephone: 01-554 3070

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Head of Department
Mr. J. H. Smith

HOME ECONOMICS

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Scale 1 Posts

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Mr. J. H. Smith

Department of Education and Science

KENT County Council Education Department

SENIOR TEACHER/ ADVISER (MATHEMATICS)

Applications are invited from experienced and well qualified mathematics teachers for a new post of Senior Teacher Adviser (Mathematics) based on the Senior Teacher Salary Scale. A substantial part of the work will involve assessment and guidance in secondary schools already committed to the Kent Mathematics Project. The person appointed will be expected to advise and consult with senior management in existing KMP schools; assist in the dissemination of KMP in new secondary schools and take initiative in the field of external examination. Other responsibilities will involve curriculum development, through the support of other national mathematics projects (SMP, CMP, etc.) and attendance at Divisional Mathematics Panels, and continuing liaison with Industry, Commerce, Further and Higher Education. An interest in Remedial Education would be an advantage. An essential user car allowance will be arranged and subsistence allowances will be payable at A.C. rates. An application form and further particulars can be obtained from The County Education Officer (Ref. 78), Springfield, Maidstone, to whom they should be returned by 31st October, 1978, (S.A.E. Previous).

transart

We are a well-established company specialising in the design and manufacture of custom-made training programmes and information packages. The market for our products is growing all the time, both in this country and overseas, causing an ever-increasing demand for competent and reliable staff willing to take responsibility for large and varied projects.

EDITOR

Our clients come to us for advice on how to communicate technical or complex information to their staff or customers. Our task in the editorial department is to understand and analyse the client's problems, devise a solution by selecting the most effective media and write accurate texts suitable for the industry, its audience and the medium. Our editors are expected to work together with designers, artists, layout experts, printers, recording specialists and other people involved in production. Projects range from editing brochures to full-scale origination, design and production of complete multi-media packages.

Since customer contact is an important part of the job, applicants must be able to communicate with confidence at all levels and must be prepared to stay away from home occasionally. Knowledge of a foreign language would be an asset, though not essential. Applicants must be able to derive and own a reliable car. Applicants must be able to work on their own and think and possess the skills necessary for this challenging position. Their place will be in the editorial department, where they will be responsible for the design, layout, and production of all training materials. A note to explain why you have your background and experience. A note to explain why you have your background and experience. A note to explain why you have your background and experience.

Systems and Software Training

Surrey

to £6,500

Plessey Radar is looking for a Senior Lecturer/Systems Training College, which has recently been established to provide professional tuition to systems and software staff. Candidates will preferably have some industrial experience of computer systems, with a degree in Computer Science or another relevant subject. A teaching qualification is essential. This is an opportunity to join the College at an early stage and to make a significant contribution to its development. Career prospects are very good. Comprehensive company benefits include assistance with relocation. Please write with brief career details or telephone for an application form. Peter Steiner, Recruitment Manager, Plessey Radar, Addlestone, Weybridge, Surrey. Tel. (0932) 47282.

PLESSEY
electronic systems

MISCELLANEOUS APPOINTMENTS

CAMBRIDGE
EDUCATION
DEPARTMENT
TEACHERS
ADVISER
(MATHEMATICS)

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PLANNING AN OUTDOOR EDUCATION COURSE

Outdoor education and field studies are essential parts of any curriculum. This course is designed to help teachers plan and deliver effective outdoor education programmes. It covers topics such as risk assessment, first aid, and the use of outdoor equipment. The course is suitable for teachers of all levels and is delivered over a period of two days.

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